

*The 1961-62*

# GRADUATE PROGRAM



WEST CHESTER STATE COLLEGE  
WEST CHESTER  
PENNSYLVANIA





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## CONTENTS

This bulletin is designed to acquaint prospective graduate students with all information pertinent to the program. Information has been arranged in the order in which questions are normally asked. By checking the table of contents below, the reader should be able to find answers to all major questions.

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## THE GRADUATE PROGRAM AT WEST CHESTER

On January 8, 1959, the State Council of Education of the Commonwealth of Pennsylvania formally authorized the West Chester State College to inaugurate a program of graduate studies after September 1, 1959. The Graduate Program at West Chester, therefore, was initiated with the opening of the fall semester, 1959.

The degree awarded upon successful completion of all requirements is Master of Education. Because requirements, of necessity, vary from one department to another, the student should check carefully the requirements listed under the department in which he is interested.

The West Chester State College is fully accredited by the Middle States Association of Colleges and Secondary Schools; the National Council of Accreditation of Teacher Education; the National Association of Schools of Music; and the American Association for Health, Physical Education and Recreation.

Any requests for information concerning admission to the Graduate Program should be directed to the Director of Admissions. Additional bulletins and application forms will be sent upon request.

### ADMINISTRATION

The Graduate Program is under the direction of the administrative officers of the College; the Academic Council of the College; the Graduate Committee; and the administrative officers of the Graduate Program.

The Graduate Committee performs the following functions: it establishes all major policies of the administration of the program; it reviews all applications for admission, requests for special considerations, and recommendations of the major departments; it acts as the Executive Council for the college administration on all matters related to the graduate program.

The administrative officers of the Graduate Program are the Director of Graduate Studies and the chairmen of the various departments. The chairman of each department is the administrative officer of the Graduate Program for the work of his department. The faculty advisers in the Graduate Program function directly under their respective department chairmen. Graduate students having problems in their major field should consult first their advisers who, in turn, consult with the department chairman involved.

### OBJECTIVES

The specific objectives of the graduate program at West Chester are to increase the competency of teachers and educational workers in the area of elementary education, secondary education, music education, and health and physical education; to provide incentive to continue professional growth; and to enable the graduate student to assume greater responsibilities in his specific field.

More specifically, the objectives are as follows:

- I. Areas of Specialization:
  - A. To provide an opportunity for advanced study in a given area of field of specialization.
  - B. To acquaint the student with basic research techniques and their use during his first year of graduate study.
  - C. To enable the student to further his knowledge of allied and complementary fields.
  - D. To provide a further understanding of the teaching and learning process.
  - E. To enable the student to carry on studies in campus laboratory situations.
- II. The Area of General Education:
  - A. To afford the student an opportunity to pursue his individual interests in subject fields other than his field of specialization.
  - B. To enable the student to strengthen and enrich his competency in broad cultural area.
  - C. To develop an understanding of local, national, and international affairs as they relate to the functions of the school.

Because the entire graduate program at this college has been constructed to serve in-service teachers desiring to improve their professional competency, persons who want advanced degrees for other reasons should not apply.

## ADMISSION REQUIREMENTS

As can be seen below, all applicants for admission fall into six categories. Because of this fact, admission requirements naturally vary.

Regardless of category, the applicant for graduate work at West Chester should initiate his application procedure as early as possible by writing directly to the Director of Admissions. He should then execute and return all forms as early as possible. The student applying for admission with advanced standing should procure all transcripts as early as possible.

### I. *Applicants for Credit Work*

An applicant for credit work is one who desires to take courses for credit toward certification or for some other valid reason.

To be admitted to credit work the applicant must meet the following requirements:

- (1) The applicant must hold a bachelor's degree from a college or university accredited by national and regional accrediting associations.
- (2) The applicant must have an undergraduate quality point average of at least 2.5 on the basis of A=4.0, or he must be able to prove his academic competence in some other manner deemed appropriate by the Graduate Council. Generally, the Graduate Council will require applicants whose honor point average falls below 2.5 to make an acceptable grade in the Graduate Record Examination or some similar test.
- (3) The applicant must evidence academic, personal, and professional qualities deemed acceptable by the administrators of the graduate program and the department concerned.
- (4) The applicant must be able to demonstrate clearly that he will be a stronger professional person for having pursued graduate work. Therefore, only professionally minded persons should apply for admission. Students admitted to credit work may later make application for degree candidacy by satisfying the requirements for the degree work program. In no case, however, will such students receive more than fifteen semester credits for work taken before the time of admission to candidacy. Application to pursue credit studies is subject to final approval by the Graduate Council.

### II. *Conditional Admission*

A conditional admission applicant is (1) one whose record shows deficiencies in the requirements listed for degree studies or (2) one who claims the ability to satisfy the requirements but is unable to submit supporting evidence (transcripts, records, etc.) at the time of registration.

Applicants whose records show deficiencies (courses lacking average below 2.5, etc.) may be admitted conditionally by action of the Graduate Council under the conditions stated in points #2 and #3 under "Applicants for Degree Studies."

Applicants whose records show deficiencies (courses lacking average below 2.5 etc.) may be admitted conditionally subject to final approval by the Graduate Committee. In no case may such conditional admission be extended beyond one semester, and in no case may credit for course work be awarded until all supporting evidence has been evaluated by the faculty concerned.

### III. *Applicants for Degree Studies*

An applicant for degree studies is one who desires to earn a master's degree at this institution.

To be admitted to degree studies, the applicant must meet the requirements listed below at the time of initial application. If the initial application is approved, the student will be granted provisional approval to work toward the degree. Final approval to work toward the degree will be grant-



ed when the student is admitted to candidacy. To be admitted to candidacy, the student must make formal application sometime between the completion of six and fifteen semester credits.

Admission to candidacy will be given by the major department concerned after it (1) has examined the student's course work and the written statements of faculty members and/or (2) has required the student to pass a qualifying examination. Approval by the major department is subject to final approval by the Graduate Committee.

Initial requirements for admission to degree work follow:

- (1) The applicant must hold a bachelor's degree from a college or university accredited by national and regional accrediting associations or by the appropriate accrediting agency.
- (2) The applicant's undergraduate program must approximate that of this institution. If the applicant has undergraduate deficiencies, he may be admitted conditionally by action of the Graduate Committee, providing (a) the deficiencies do not total more than six semester hours; (b) the applicant must earn a grade of "B" or higher in the undergraduate courses which remove the deficiency; and (c) no graduate credit may be given for removing the deficiency.
- (3) The applicant must have an undergraduate quality point average of at least 2.5, on the basis of A=4.0, or he must be able to prove his academic competence in some other manner deemed appropriate by the Graduate Council. Generally, the Graduate Council will require applicants whose honor point averages fall below 2.5 to make an acceptable grade in the Graduate Record Examinations or some similar test.
- (4) The applicant must evidence academic, personal and professional qualities deemed acceptable by the administrators of the graduate program and the department concerned.
- (5) The applicant must be able to demonstrate clearly that he will be a stronger professional person for having pursued graduate work. Therefore, only professionally minded persons should apply for admission.
- (6) The applicant must have had at least one year of full-time professional experience. In unusual cases, the Graduate Committee may waive this requirement.

#### IV. *Applicants for Advanced Standing*

An applicant for advanced standing is one who desires to transfer credits from another graduate school.

Such credits will be honored under the following conditions: (1) the credits must have been earned at an approved graduate school; (2) the maximum number may not exceed six; (3) the course grades must be at least "B"; (4) the courses involved must be essentially the same as graduate courses offered at this institution.

All requirements beyond the stipulated maximum of six semester credits must be satisfied at this institution.

#### V. *Special Students*

A special student is one whose case does not fall within any of the above categories. Instances of special students are: the student who is taking work for his own edification; the student who is undecided on his final goal; the student who is taking work to be transferred to another institution; the student who is taking courses for certification only.

Applications of special students are considered in terms of the individual case.

#### VI. *Auditors*

An auditor is one who, as the term implies, takes courses as a listener. He is not permitted to take any examinations. No credit of any type will be given for courses audited.

A student will be admitted as an auditor if the faculty of the graduate program are satisfied that his academic and professional backgrounds will enable him to pursue profitably the work of the desired course.

## CREDIT BY TRANSFER

Applicants for admission with advanced standing may transfer a maximum of six semester credits from other approved graduate schools.

Such credits will be honored under the following conditions:

1. The credits must fall within the stipulated six-year time limit noted under the heading of Residence Requirements.
2. The course grade must be at least B.
3. The courses involved must be essentially the same as those offered at this institution.

In no case will a transfer student be given credit towards satisfying any requirements other than course requirements. This statement means that students may not transfer credit for comprehensive examination, admission to degree candidacy, or any other type of examination credit.

## COURSE REQUIREMENTS

In order to obtain the degree of Master of Education, the student must complete a minimum of 30 semester hours of credit in the areas listed below. The student, however, should not think of the master's degree in terms of semester credits. He should think, rather, in terms of meeting the standards as established by the Graduate Committee and by his major department.

The requirements stated below are the broad general requirements established by the Graduate Council. In addition to these requirements, each department has individual requirements. The student, therefore, should first familiarize himself with the requirements listed below. Then he should turn to the specific section in this bulletin which treats the requirements established by his major department.

Under a ruling of the State Council of Education, the student is required to take 12 semester credits in general or liberal education. These groups — the humanities, social sciences, and natural sciences — should be incorporated into the student's program with the advice and approval of the major department.

### I. *Area of General Education — 6-12 Semester Credits*

- |                                    |     |
|------------------------------------|-----|
| A. Required                        | 4   |
| Hum. 500 Seminar in the Humanities | 2   |
| Ed. 510 Educational Foundations    | 2   |
| B. Electives                       | 2-8 |

(To be chosen under advisement)

### II. *Area of Specialization — 18-24 Semester Credits*

- |   |     |
|---|-----|
| A. Required courses   |     |
| B. Electives  |     |
| C. Research   | 8   |
| Methods and Materials of Research                                   | 2   |
| (Mus. 500, Educ. 500, Sec. 500 or H. Educ. 500)                     |     |
| Master's Thesis or Research Project                                 | 1-3 |
| Electives:  | 3-5 |
| From three to five credits of supporting electives may be required. |     |

## RESEARCH REPORT AND THESIS

Every student has the choice of doing a research report or a thesis. The research report or the thesis carries one, two, or three semester credits. The decision to do either a research report or a thesis is subject to the approval of the adviser who will consider the question on the basis of the student's needs.

The research report must be aimed at developing the student professionally in his major field. While the thesis must have the same basic aim, it is much more extensive and hence more demanding of the student's time and abilities.



The Graduate Committee has defined the research report and thesis as follows:

A *research report* is a written record of a scientific investigation to determine the facts of a condition; hence it is essentially a report on a problem. It demands of the researcher a knowledge of the techniques of research and scientific accuracy.

A *thesis* is the written account of an exhaustive research to support or refute a belief or a hypothesis. It differs from the research report in that it is more comprehensive, and more generally demanding of the writer's knowledge, skills, and general powers of scholarship.

The student who plans to work eventually toward a degree should make his decision early regarding the research report or thesis. In no case should he defer the matter until a late moment in his course work because the work involved in the report or thesis will undoubtedly extend over two or more semesters.

In thinking of the research report or thesis, the student should take special note of the three statements listed below. These statements represent official policy of the Graduate Committee regarding the research report or thesis.

1. The department concerned must approve the research report or thesis as a challenging, soundly executed professional task, worthy of master's level achievement.
2. A detailed outline of the research report or thesis must be approved by the Graduate Council before the student is authorized to begin his investigation.
3. The research report or thesis must be approved by the Department of English for language usage. The Department of English will serve as a reading committee only. In no case is the Department of English to be thought of as an editing committee.

The student must register his decision to do either a research report or a thesis at the completion of the course entitled Methods and Materials of Research. Thus the student's later selection of courses will be affected in part by his decision regarding this matter.

## COURSES REQUIRED IN ALL CURRICULA

As shown under the heading "Course Requirements," there are three courses required of all candidates for the master's degree: Methods and Materials of Research, Seminar in Educational Foundations, Seminar in the Humanities. Descriptions of these courses follow:

Ed. 510 — S.Ed. 500 — H.Ed. 500 —

Mus. 500 Methods and Materials of Research

2 s. c.

A course designed to acquaint the student with the basic techniques and procedures in research. This course treats the major types of research and the methods for locating, evaluating, and interpreting evidence. It also includes the actual preparation of a research paper. This course is given by curriculum (elementary, secondary, music, health and physical education) in order to meet the needs of the specific fields.

Ed. 510 Educational Foundations

2 s. c.

The history of education; factual history integrated with educational philosophy and thought; the evolution of present day educational theories and issues from early times.

Hu. 500 Seminar in the Humanities

2 s. c.

This is a composite course composed of three major fields of subject matter: (1) art and architecture, (2) music, (3) literature.

This material is closely correlated to show the relationship of the three fields to each other and to the central theme of a general philosophy connecting these fields to life. The instructors teaching this course develop specific material in concert to establish an over-all unity.

## COURSE OFFERINGS OF DEPARTMENTS

### EDUCATION

The Department of Education offers professional courses for students of all curricula. In this capacity, it will offer the electives listed below.

For students majoring in elementary education, however, the Department of Education has constructed the specific curriculum which follows the general electives.

All students majoring in elementary education should consider the Department of Education as their major department. All elementary education majors will be assigned to an adviser in the Department of Education.

<i>Electives</i>	<i>Semester Hours</i>
Ed. 580 History & Philosophy of Education .....	2
Ed. 502 Principles of Curriculum Development in the Secondary School .....	2
Ed. 590 School Law .....	2
Ed. 562* Organization and Administration of the Sec. School Guidance Program .....	2
Ed. 506 The Junior High School .....	2
Ed. 508 The Core Curriculum .....	2
Ed. 564* Homeroom Guidance in the Jr. High School .....	2
Ed. 560* Techniques in Guidance & Counselling .....	2
Ed. 566* The Activity Program in the Sec. School .....	2
Ed. 565* Supervising the Guidance Program .....	2
Ed. 566 Occupational, Educational, and Social Information in Guidance .....	2
Ed. 550 Advanced Educational Psychology .....	2
Ed. 552 Personality and Mental Hygiene .....	2
Ed. 555 Educational Statistics .....	2
Ed. 535 Organization and Administration of the Audio-Visual Program .....	2
Ed. 530 Selection and Effective Utilization of A-V Materials .....	2
Ed. 520 Comparative Education .....	2
Ed. 525 The Teacher and Administrative Leadership .....	2
Ed. 540 In-Service Education Seminar .....	2
Ed. 570 Psychology of Mentally Atypical Children .....	2
Ed. 576 Methods & Materials for Physically Atypical Children .....	2

### ELEMENTARY EDUCATION

The candidate for the master's degree with a major in elementary education must meet the general course requirements stated on page 7. In addition, he must meet specific requirements established by the Department of Education. All course requirements for the elementary education curriculum have been arranged in the outline form below. By following this outline, therefore, the student can satisfy general course requirements and Department of Education requirements.

	<i>Semester Credits</i>
I. Area of General Education: .....	6-12
A. <i>Required:</i> .....	4
Hum. 500 Seminar in the Humanities .....	2
Educ. 510 Educational Foundations .....	2
B. <i>Electives:</i> .....	2-8
(To be chosen under advisement)	

\* Courses so marked will serve to meet requirements for Certification in Guidance.



## II. \*Area of Specialization: .....18-24

## A. Required Courses:

*Group 1.* (Degree Candidates whose undergraduate major was elementary education)

Edu. 551	Seminar in Child Development and Behavior ....	2
Edu. 550	Advanced Educational Psychology .....	2
Edu. 501	Foundations of Reading Instruction .....	2
Edu. 517	Curriculum Problems in Elementary Education ...	2

*Group 2.* (Degree Candidates whose undergraduate major was *not* elementary education)

Edu. 551, 553	Seminar in Child Development and Behavior	2 to 4
Edu. 550	Advanced Educational Psychology .....	2
Edu. 501	Foundations of Reading Instruction .....	2
Edu. 511	Unit Teaching in the Elementary School .....	2
Edu. 513	Teaching the Communication Skills .....	2

\* Candidates for the master's degree with a major in Elementary Education must meet the requirements for a Provisional Certificate in Pennsylvania, or its equivalent, before being admitted to degree candidacy.

## Area II. Specialization

## B. ELECTIVES

*Group 1.* All electives must be chosen under advisement. Degree candidates are advised to take a minimum of two courses from Group 1.

		<i>Sem. Cr.</i>
Art.	500 Art Activities at the Elementary School Level .....	2
Ed.	509 Social Studies Curriculum and Instruction .....	2
Eng.	544 Principles and Practices in Speech Improvement ....	2
Eng.	550 Literature for the Elementary School .....	2
Geo.	526 Advanced Conservation of Natural Resources .....	2
Geo.	543 Geography of South America .....	2
Geo.	544 Geography of Europe .....	2
H.E.	502 Elementary Physical Education Workshop .....	2
H.E.	540 School Health Problems .....	2
H.E.	542 Health Instruction in the Elementary School .....	2
Math	551 Curriculum and Research in Arithmetic .....	2
Mus.	571 Keyboard Activities for the Classroom Teacher .....	2
Mus.	572 Vitalizing Music in the Elementary Grades .....	2
Mus.	574 Teaching of Music in the Elementary Grades .....	2
Sci.	523 Resource Materials in Elementary Science .....	2
Sci.	595 Elementary Science and Instruction .....	2

*Group 2.* All electives must be chosen under advisement. Degree candidates are advised to take a minimum of two courses from Group 2.

Ed.	505 Curriculum and Research in Language Arts .....	2
Ed.	515 Meeting Individual Needs of Elementary School Children .....	2
Ed.	517 Curriculum Problems in Elementary Education .....	2
Ed.	519 The Kindergarten-Primary School Program .....	2
Ed.	521 Analysis, Diagnosis and Correction of Reading Difficulties .....	2
Ed.	523 Elementary School Organization .....	2
Ed.	527 Audio-Visual Materials in the Elementary School Curriculum .....	2
Ed.	530 Selection and Effective Utilization of Audio-Visual Materials .....	2
Ed.	533 Supervision in the Improvement of Instruction .....	2
Ed.	537 Creative Expression in the Elementary School Curriculum .....	2
Ed.	555 Educational Statistics .....	2

Ed. 561	Guidance in the Elementary School .....	2
Ed. 563	Measurement and Evaluation in the Elementary School .....	2
Ed. 580	History and Philosophy of Education .....	2
C.	Research:	8
	Methods & Materials of Research (Edu. 500)	2
	Master's Thesis or Research Project	1-3
	Electives:	3-5
	From three to five credits of supporting electives may be required.	

## ENGLISH

The candidate for the master's degree with a major in English must meet the general requirements as shown in the outline below, and he must meet the specific departmental course requirements as stated below the outline.

	<i>Semester Credits</i>
I. <i>Area of General Education</i> .....	6-12
A. Required .....	4
Hu. 500 Seminar in the Humanities .....	2
Ed. 510 Educational Foundations .....	2
B. Electives .....	2- 8
To be chosen under advisement	
	<i>Semester Credits</i>
II. <i>Area of Specialization</i> .....	18-24
A. Required Courses	
B. Electives	
C. Research .....	8
Methods and Materials of Research .....	2
(Mus. 500, Ed. 500, Sec. Ed. 500, H. Ed. 500)	
Thesis or Research Report .....	1- 3
Electives .....	2- 5

Below are listed four groups of courses under the alphabetical headings A, B, C, D. Every major student must have a minimum of one course from each group, and he must have a minimum of eight courses from these four groups. In addition, he must be prepared to take any course deemed necessary by his adviser.

### *Group A*

- 511 English Literary Criticism (1800-1920)
- 512 American Literary Criticism (1800-1920)
- 513 English Literary Movements
- 514 American Literary Movements

### *Group B*

- 521 English Literature to Chaucer
- 522 Chaucer
- 523 Eighteenth Century Novel
- 524 British and Continental Short Story

### *Group C*

- 531 Shakespeare's Predecessors in Drama
- 532 Advanced Shakespeare
- 533 Nineteenth Century Drama

### *Group D*

- 541 Greek and Roman Literature in Translation
- 542 French Literature in Translation
- 543 Advanced Problems in Public Speaking
- 544 Problems of Speech Correction



## GEOGRAPHY

The candidate for the master's degree with a major in geography must meet the general requirements as shown in the outline below, and he must meet the specific departmental course requirements as stated below the outline.

		<i>Semester Credits</i>
I. <i>Area of General Education</i> .....		6-12
A. Required .....		4
Hu. 500 Seminar in the Humanities .....		2
Ed. 510 Educational Foundations .....		2
B. Electives .....		2- 6
To be chosen under advisement		
		<i>Semester Credits</i>
II. <i>Area of Specialization</i> .....		18-24
A. Required Courses		
B. Electives		
C. Research .....		8
Methods and Materials of Research .....		2
(Mus. 500, Ed. 500, Sec. Ed. 500, H. Ed. 500)		
Thesis or Research Report .....		1- 3
Electives .....		2- 5
		<i>Semester Credits</i>
Group I. <i>Earth Studies</i> .....		
500 Biogeography .....		2
502 Regional Climatology of the Continents .....		2
503 Advanced Cartography .....		2
504 Regional Physiography of North America .....		2
Group II. <i>Economic and Political Studies</i> .....		
520 Problems of Economic Geography .....		2
522 Ethnic and Demographic Problems of Geography .....		2
523 Political Geography .....		2
526 Advanced Conservation of Natural Resources		
(Workshop) .....		2
Group III. <i>Regional Studies</i> .....		
540 The Geography of the United States and its		
World Relations .....		2
541 The Geography of Canada .....		2
543 The Geography of South America .....		2
544 The Geography of Europe (Excluding U.S.S.R.) .....		2
546 The Geography of Asia (Excluding U.S.S.R.) .....		2
547 The Geography of the U.S.S.R. ....		2
Group IV. <i>Special Studies on Geography</i> .....		
581 Graduate Seminar in Modern Philosophy of Geography		2

## MATHEMATICS

The candidate for the master's degree with a major in mathematics must meet the general requirements as shown in the outline below, and he must meet the specific departmental course requirements as stated below the outline.

		<i>Semester Hours</i>
I. <i>Area of General Education</i> .....		6-12
A. Required: 4 semester hours		
Hum. 500: Seminar in the Humanities .....		2
Educ. 510: Seminar in Educ. Foundations .....		2
B. Electives: 2-8 semester hours		
To be chosen under advisement		

*Semester Hours*

- II. *Area of Specialization* ..... 18-24
- A. Required Courses: To be chosen under advisement. Must include each of the four major areas of Analysis, Algebra, Geometry and Statistics.
- B. Electives: To be chosen under advisement.
- C. Research: 3-5 semester hours
- Sec. Ed. 500: Methods and Materials of Research ..... 2
- Masters Thesis or Research Project ..... 1- 3

The candidate must select a program in consultation with his advisor. This program must include courses in each of the major areas of Algebra, Geometry, Analysis, and Statistics.

*Semester Credits*

501	Fundamental Concepts of Mathematics .....	2
502	A Survey of Modern Mathematics .....	2
503	History of Mathematics .....	2
511	Higher Algebra .....	2
512	Theory of Numbers .....	2
513	Foundations of Algebra .....	2
521	Educational Statistics .....	2
522	Advanced Educational Statistics .....	2
523	Introduction to Mathematical Probability .....	2
524	Mathematical Statistics .....	2
531	Foundations of Geometry .....	2
541	Advanced Calculus I .....	2
542	Advanced Calculus II .....	2
543	Differential Equations .....	2
545	Introduction to the Theory of Functions of a Real Variable .....	2
547	Introduction to the Theory of Functions of a Complex Variable .....	2
550	Methods and Materials of Research in Mathematics Education .....	2
551	Arithmetic: Methods, Curriculum, and Research .....	2
552	Seminar in Mathematics Education .....	2

## SCIENCE

The candidate for the master's degree with a major in science must meet the general requirements as shown in the outline below, and he must meet the specific departmental course requirements as stated below the outline.

*Semester Credits*

- I. *Area of General Education* ..... 6-12
- A. Required .....
- Hu. 500 Seminar in the Humanities ..... 2
- Ed. 510 Educational Foundations ..... 2
- B. Electives ..... 2- 8
- To be chosen under advisement

*Semester Credits*

- II. *Area of Specialization* ..... 18-24
- A. Required Courses
- B. Electives
- C. Research .....
- Methods and Materials of Research ..... 2
- (Mus. 500, Ed. 500, Sec. Ed. 500, H. Ed. 500)
- Thesis or Research Report ..... 1- 3
- Electives ..... 2- 5



Before the student can be admitted to degree candidacy, he must have earned undergraduate credits as follows: two semesters of college chemistry; two semesters of college biology or general botany (plant science); and general zoology (animal science). Two semesters of college physics are highly desirable and may be demanded in the future for admission to candidacy.

A program of graduate courses in science must be selected from the electives listed below. Credits for corresponding graduate courses from other colleges and universities are acceptable up to a total of fifteen semester hours in the Science field in transfer according to the circumstances of the particular case.

<i>Electives</i>	<i>Semester Credits</i>
Sci. 500 Philosophy of Science .....	2
Sci. 501 Historical Geology .....	2
Sci. 511 Systematic Botany .....	2
Sci. 512 Plant Growth .....	2
Sci. 514 Plant Pests and Diseases .....	2
Sci. 521 Mineralogy for the Science Teacher .....	2
Sci. 523 Resource Material in Elementary Science .....	2
Sci. 524 Experimental Biology .....	2
Sci. 531 Acoustics for the Science Teacher .....	2
Sci. 532 Space Science .....	2
Sci. 533 Physics Demonstrations .....	2
Sci. 541 Economic Entomology .....	2
Sci. 542 Animal Ecology .....	2
Sci. 543 Freshwater Biology .....	2
Sci. 544 Vertebrate Dissection .....	2
Sci. 545 Developmental Anatomy .....	2
Sci. 561 Human Heredity .....	2
Sci. 562 Physical Anthropology .....	2
Sci. 571 Bacteriology .....	2
Sci. 572 Histology and Cytology .....	2
Sci. 573 Principles of Pathology .....	2
Sci. 590 History of the Physical Sciences .....	2
Sci. 591 History of the Biological Sciences .....	2

## SOCIAL STUDIES

The candidate for the master's degree with a major in social studies must meet the requirements of the Department of Social Studies stated below.

	<i>Semester Credits</i>
I. <i>Area of General Education</i> .....	6
A. Required .....	4
Ed. 510 Seminar in the Humanities .....	2
Hu. 500 Seminar in Educational Foundations .....	2
B. Elective .....	2
(To be chosen under advisement of the department)	
II. <i>Area of Specialization</i> .....	24
A. Required and Electives .....	18

The candidate must complete a minimum of two courses from each of the three groups listed below. The remaining credits may then be chosen subject to the approval of the faculty adviser.

### *Group A*

H. 510 Early American History .....	2
H. 511 Growth of the American Nation .....	2
H. 512 The United States as a World Power .....	2
H. 513 American Constitutional History .....	2
H. 514 Seminar in Recent American Diplomatic History..	2

*Group B*

H. 520	Early European History .....	2
H. 521	Eighteenth and Nineteenth Century Europe .....	2
H. 522	Twentieth Century Europe .....	2
H. 523	Contemporary World Affairs .....	2
H. 524	Cultures of the Non-Western World .....	2

*Group C*

H. 502	Methods and Materials for Teaching Social Studies .....	2
P.S. 531	Modern Political Thought .....	2
P.S. 532	Seminar in International Relations .....	2
E. 531	Comparative Economic Systems .....	2
E. 532	History of Economic Thought .....	2
S. 531	Social Pathology .....	2
S. 532	Historical Sociology .....	2
B.	Research and Supporting Electives .....	6
Sec. 500	Methods and Materials of Research .....	2
H. 610	Thesis .....	2-3
	Supporting Elective .....	2

## MUSIC EDUCATION

The candidate for the master's degree with a major in music education must meet the general course requirements as stated below. In addition, he must meet whatever requirements the Department of Music may feel necessary in his particular situation.

	<i>Semester Credits</i>
I. <i>Area of General Education</i> .....	6-12
A. Required .....	4
Hum. 500 Seminar in the Humanities .....	2
Educ. 500 Seminar in Educational Foundations .....	2
B. Electives .....	2- 8
(To be chosen under advisement)	
	<i>Semester Credits</i>
II. <i>Area of Specialization</i> .....	18-24
A. Required Courses:	
Section I — Music Education — Required .....	4
a. Required Course:	
Mus. 510 Current Trends in Music Education .....	2
b. Required Elective Course (Select One)	
Mus. 511 Administration of Public School Music .....	2
Mus. 512 Music Education in the Secondary School .....	2
Mus. 513 Music Education in the Elementary School .....	2
Mus. 514 Pedagogy of Music Theory .....	2
Mus. 515 Marching Band Techniques and Materials .....	2
Mus. 516 Piano Pedagogy .....	2
Mus. 517 String Pedagogy .....	2
Mus. 518 Vocal Pedagogy .....	2
Mus. 519 Mus. Appreciation in the General Music Program..	2
Section II — Applied Music — Required .....	4
a. Keyboard:	
Mus. 541-551 Advanced Piano or Organ .....	1 or 2
Mus. 546-9 Piano Ensemble and Master Class .....	2
b. Vocal:	
Mus. 503 Advanced Choral Conducting .....	2
Mus. 531-5 Advanced Voice .....	1 or 2
Mus. 536-7 Vocal Ensemble and/or Chorus .....	1
Mus. 538-9 Opera Workshop .....	2



c. Instrumental:		
Mus. 501-2	Advanced Class Instruction in Instruments .....	1
Mus. 504	Advanced Instrumental Conducting .....	2
Mus. 561-5	Advanced Instruments .....	1 or 2
Mus. 566-9	Ensemble and/or Orchestra Band .....	1
Section III — Structure and Organization of Music — Required .....		4
and/or		
Section IV — Literature and History of Music .....		4
Courses for Section III:		
Mus. 521	Advanced Counterpoint .....	2
Mus. 522	Advanced Composition and/or Orchestration .....	2
Mus. 523	Advanced Band Arranging .....	2
Courses for Section IV:		
Mus. 505	Contemporary Music .....	2
Mus. 506	Instrumental Literature .....	2
Mus. 507	Vocal Literature .....	2
Mus. 508	Choral Literature .....	2
Mus. 509	Piano Literature .....	2
Mus. 524	String Literature .....	2
Mus. 525	Woodwind Literature .....	2
Mus. 526	Brass Literature .....	2
Mus. 527	History of the Opera .....	2
Section V — Required Elective from Section II or III or IV .....		2
B. Electives (offered as needed)		
Music Education Students:		
Mus. 581	Accompanying .....	2
Mus. 582	Form in Music .....	2
Mus. 583	Music in the Baroque Period .....	2
Mus. 584	Seminar in Piano Teaching and Teaching Materials .....	2
Mus. 585	String Literature and Pedagogy .....	2
Mus. 586-7	Vocal Diction (each semester) .....	2 or 4
Mus. 588-9	Seminar in Music Education (each semester) .....	1 or 2
Elementary Education Students:		
Mus. 572	Vitalizing Music in the Elementary Grades .....	2
Mus. 573	Keyboard Activities for the Classroom Teacher ....	2
Mus. 574	Teaching of Music Appreciation in the Elementary Grades .....	2
All Students:		
Mus. 560	Study and Appreciation of the Opera .....	2
Mus. 571	Music Criticism and Aesthetics .....	2
Mus. 580	Music in National and International Affairs .....	2
Mus. 590	Study and Appreciation of the Symphony .....	2
Applied Music — Individual Lessons:		
Mus. 520	Instrument .....	1
Mus. 530	Voice .....	1
Mus. 540	Piano .....	1
Mus. 550	Organ .....	1
C. Research .....		
		8
Mus. 500	Methods and Materials of Research .....	2
Master's Thesis or Research Project .....		1-3
Electives:		
From three to five credits of supporting electives may be required..		3-5

## HEALTH AND PHYSICAL EDUCATION

All course requirements for the health and physical education curriculum have been arranged in the outline form below. By following this outline, therefore, the student can satisfy general course requirements and Department of Health and Physical Education requirements.

I.	Area of General Education	12 s. c.
A.	Required:	4 s. c.
	Hu. 500 Seminar in Humanities	2 s. c.
	Ed. 510 Seminar in Educational Foundations	2 s. c.
B.	Electives:	8 s. c.
	Eight semester hours to be chosen under advisement	
II.	Area of Specialization	18 s. c.
A.	Required:	6 s. c.
	H.E. 550 Foundations and Principles of Health, Physical Education and Recreation	2 s. c.
	H.E. 500 Methods and Materials of Research	2 s. c.
	H.E. 591 Seminar in Health, Physical Education and Recreation	2 s. c.
B.	Electives:	
	To be taken as an adviser-planned program from these areas: (1) organization, administration and supervision; (2) programs, methods and evaluation; (3) health, applied physiology, adaptives and correctives; (4) intramural and interscholastic athletics; dance, gymnastics and aquatics; (5) safety education; and (6) recreation.	
	Electives:	
	H.E. 501 Advanced Rhythmical Foreign Gymnastics	2 s. c.
	H.E. 502 Elementary Physical Education Workshop	2 s. c.
	H.E. 503 Advanced Aquatics	2 s. c.
	H.E. 504 Dance in Education	2 s. c.
	H.E. 510 School and Community Recreation	2 s. c.
	H.E. 511 Field Problems in Recreation	2 s. c.
	H.E. 512 Outdoor Education Workshop	2 s. c.
	H.E. 520 Advanced Coaching	2 s. c.
	H.E. 521 Administration and Supervision of Interschool and Intramural Athletics	2 s. c.
	H.E. 530 Physiological and Psychological Bases of Motor Activity	2 s. c.
	H.E. 531 Adaptive Physical Education Workshop	2 s. c.
	H.E. 540 School Health Problems	2 s. c.
	H.E. 541 School-Community Health Education Workshop	3 s. c.
	H.E. 542 Health Instruction in the Elementary School	2 s. c.
	H.E. 550 Foundations and Principles of Health, Physical Edu- cation, and Recreation	2 s. c.
	H.E. 560 Contemporary Problems in Health, Physical Edu- cation, and Recreation	2 s. c.
	H.E. 561 Measurement and Evaluation in Health, Physical Education and Recreation	2 s. c.
	H.E. 562 Administrative and Supervisory Practices in Health, Physical Education, and Recreation	2 s. c.
	H.E. 570 Curriculum Development in Health and Physical Education	2 s. c.
	H.E. 580 Contemporary Practices in Safety Education	2 s. c.
C.	Research:	
	H.E. 500 Methods and Materials of Research	2 s. c.
	Option I: Master Thesis*	3 s. c.
	Option II: Research Project*	1-3 s. c.

\* From three to five credits of supporting electives may be required.



## COURSE DESCRIPTIONS

### EDUCATION

- Ed. 502 *Secondary School Curriculum* 2 s. c.  
A survey of current practices and trends in reorganizing and reorienting the secondary school curriculum, with emphasis on the various integrating techniques. Particular attention will be given to the critical analysis and evaluation of the experimental results of such practices. Specific application will be made to each of the major subject matter areas.
- Ed. 506 *The Junior High School* 2 s. c.  
The development, function, and philosophy of the early years of secondary school. A study of the curriculum, teaching assignments, characteristics of pupils, and special problems of the junior high school.
- Ed. 508 *The Core Curriculum* 2 s. c.  
The theory and philosophy underlying the core curriculum. A study of specific school core programs in secondary schools will be studied and evaluated.
- Ed. 510 *Seminar in Educational Foundations* 2 s. c.  
The history of education; factual history integrated with educational philosophy and thought; the evolution of present day educational theories and issues from early times.  
This is a required course for all curricula.
- Ed. 511 *Unit Teaching in the Elementary School* 2 s. h.  
An introduction to the unit method of teaching and the integrated curriculum, with special emphasis on social studies, science, and health. Intended for those whose undergraduate work was *not* in elementary education; open to others by permission of the instructor. Prerequisites: Child Development and Educational Psychology, or their equivalents.
- Ed. 513 *Teaching the Communication Skills* 2 s. h.  
An introduction to the teaching of language (oral and written) and arithmetic — content, methods, materials, and organization. Intended for those whose undergraduate work was *not* in elementary education; open to others by permission of the instructor. Prerequisites: Child Development and Educational Psychology, or their equivalents.
- Ed. 515 *Meeting Individual Needs of Elementary School Children* 2 s. h.  
An advanced course concerned with methods and materials for individualizing instruction in the subject and skill areas, and with meeting individual needs in personal adjustment. Prerequisite: undergraduate degree in elementary education, or all required courses in Group 2 under A, Area of Specialization.
- Ed. 520 *Comparative Education* 2 s. c.  
Major problems of education in a number of foreign countries in relation to similar problems in the United States. Attention is given to the reasons for the various patterns of education in terms of purposes and philosophies as they pertain to differences in organization and administration.
- Ed. 525 *The Teacher and Administrative Leadership* 2 s. c.  
A study of processes and methods of local leadership and participation by the classroom teacher, including an understanding of human relations. The relationship between the classroom teacher and other school personnel.
- Ed. 530 *Selection and Effective Utilization of Audio-Visual Materials* 2 s. c.  
Concerns the approved methods of selecting audio-visual materials for maximum value to the curriculum as well as principles applied to efficient use of each of the major types of materials.
- Ed. 535 *Organization and Administration of the Audio-Visual Program* 2 s. c.  
Includes a study and analysis of the function of the school's audio-visual education program. The selection and evaluation of materials and equipment, unit costs, problems of developing and maintaining an efficient operation.

- Ed. 540 *In-Service Education Seminar* 2 s. c.  
For teachers and supervisors who are interested in the many techniques, media and resources which can be utilized for in-service education programs. Study concerns the staff working together; preparation of curriculum materials; use of consultants; and community resources for organizing a school improvement program.
- Ed. 550 *Advanced Educational Psychology* 2 s. c.  
Intensive study of the processes by which skills, understandings, concepts and ideals are acquired; examination of teaching practices in relation to basic research on learning. A study of similarities and differences in learning theories. (Pre. — Educ. Psych.)
- Ed. 551, 553 *Seminar in Child Development and Behavior* 2 or 4 s. h.  
An intensive study of elementary school children — their development, needs and behavior. Course content and organization will depend on the interests and needs of class members; readings, assignments, and projects will be individualized. Open to all students. (Students with no undergraduate course in Child Development may be required to take both semesters of this course.)
- Ed. 552 *Personality and Mental Hygiene* 2 s. c.  
This course emphasizes mental hygiene in teaching and the prevention and treatment of learning difficulties as they affect personality patterns.
- Ed. 555 *Educational Statistics* 2 s. c.  
A course dealing with sampling and reliability measures including methods of correlation. Applications stressed in design, execution and interpretation of the experimental studies in education. Orientation to statistical procedures in practical solution of educational problems. (Prerequisite: Tests and Measurements in Guidance or its equivalent).
- Ed. 556 *Occupational, Educational and Social Information in Guidance* 2 s. c.  
A course concerned with the numerous factors involved in occupational, educational, and social adjustments and how to secure, classify, analyze, interpret, evaluate these factors for intelligent use by teachers and guidance workers. Prerequisite: one course in psychology or guidance.
- Ed. 560 *Techniques in Guidance and Counseling* 2 s. c.  
Tools and techniques commonly used in diagnosis of data secured through observation, personal documents, rating devices and testing will be studied. The interview and theories of counseling, and applications of techniques to solution of pupil's problems. The importance of case studies will be stressed.
- Ed. 562 *Organization and Administration of the Secondary School Guidance Program* 2 s. c.  
A survey of the current literature in counseling and guidance. Problems involved in initiating, organization and developing guidance services. Types of organizations, staff, physical facilities, and administrative and faculty relationships will be considered.
- Ed. 564 *Homeroom Guidance in the Junior High School* 2 s. c.  
A course which assists the teacher in developing a guidance program related to homeroom grouping. Stresses social, educational and vocational guidance principles and practices.
- Ed. 565 *Supervising the Guidance Program* 2 s. c.  
The function of the individual charged with the responsibility of supervising the guidance program in a particular school system. A survey of the modern practices and principles for coordinating the guidance and counseling duties assigned to teachers. Individual and committee responsibilities in collecting and disseminating information.
- Ed. 566 *The Activity Program in the Secondary School* 2 s. c.  
A course dealing with the organization and development of an educationally sound activity program. A survey of the various types of activities and their function in the over-all school program. Emphasis is upon character building and leadership opportunities for students as well as the role the teacher plays in such a program.



- Ed. 580 *History and Philosophy of Education* 2 s. c.  
A study of the historic background and development of education and influences which important philosophies have had on educational problems in a democratic social order.
- Ed. 590 *School Law* 2 s. c.  
A course dealing with the legal background of educational organization in various states as it pertains to the role of the state itself, the intermediate and the local units. Particular attention will be paid to the legal status of the school board, the rights and privileges of the teacher, the board and the child. Much will be made of the case study technique.

## ELEMENTARY EDUCATION

- Ed. 500 *Methods and Materials of Research* 2 s. c.  
An introduction to the basic principles of research in education with attention to types of research, techniques of gathering data, and the application of methods to specific types of research problems. The student will be introduced to research literature and typical research reports.
- Art 500 *Art Activities in the Elementary School* 2 s. c.  
Formulating the art curriculum in the elementary school; organizing materials and procedures in keeping with contemporary trends in educational philosophy.
- Ed. 501 *Foundation of Reading Instruction* 2 s. c.  
An analysis of the modern methods of teaching children to read. Recent psychological findings in reading readiness, eye movement, word perception phonics will be studied.
- Ed. 505 *Curriculum and Research in Language Arts* 2 s. c.  
Curriculum planning; modern teaching methods; instructional materials; recent research and its application in the classroom; English, written and oral; spelling and handwriting.
- Ed. 509 *Social Studies Curriculum and Instruction* 2 s. c.  
Curriculum planning; modern teaching methods; instructional materials; recent research and its application in the classroom; use of maps and globes.
- Ed. 517 *Curriculum Problems in Elementary Education* 2 s. c.  
Examination of basic problems and current trends in elementary education; practical, creative projects and investigations dealing with actual teaching situations.
- Ed. 519 *The Kindergarten-Primary School Program* 2 s. c.  
A survey of kindergarten-primary principles, procedures, and materials appropriate to the school level indicated.
- Ed. 521 *Analysis, Diagnosis, Correction of Reading Difficulties* 2 s. c.  
Treating remediate reading cases; individual and small group instruction; classification of types of problems; corrective and remedial procedures. (Prerequisite: Foundations of Reading.)
- Ed. 523 *Elementary School Organization and Supervision* 2 s. c.  
A study of major over-all organization and supervisory programs in the modern elementary school. Professional relationships, community needs, and articulation of the entire educational program as they apply to the teacher in the school. (Open only to those with teaching experience.)
- Ed. 527 *Audio-Visual Materials in the Elementary School Curriculum* 2 s. c.  
Practice in techniques of using and evaluating the modern communications media in the classroom; correlation of audio-visual materials and techniques with the modern elementary school program.
- Ed. 533 *Supervision in the Improvement of Instruction* 2 s. c.  
A study of the best practices used in elementary school teaching. Emphasis is given to developing meaningful assignments, daily lessons, activities, pupil participation, and group and individual projects. The teacher's role in supervision of learning experiences.

- Ed. 537 *Creative Expression in the Elementary Curriculum* 2 s. c.  
A laboratory course designed to help teachers work with children in the creative arts. Emphasis is placed upon the child's needs to discover creative interests and upon the development of skills and refinements of taste needed for rich experience in art, music, and literature.
- Eng. 544 *Principle and Practice in Speech Improvement* 2 s. c.  
A course designed to acquaint teachers with the speech problems common to children in the elementary school. Emphasis is placed upon speech rehabilitation; methods of examination, diagnosis and treatment; therapy practice in clinic under supervision.
- Ed. 550 *Advanced Educational Psychology* 2 s. c.  
Intensive study of the processes by which skills, understandings, concepts and ideals are acquired; examination of teaching practices in relation to basic research on learning. A study of similarities and differences in learning theories. (Prerequisite: Educ. Psychology.)
- Math 551 *Curriculum and Research in Arithmetic* 2 s. c.  
Recent developments in the teaching of arithmetic constitute the content of this course. Curriculum planning, materials, research and its application in the classroom will receive emphasis.
- Ed. 561 *Guidance in the Elementary School* 2 s. c.  
The function of guidance in relation to children's needs; emphasizes principles and techniques which are most applicable in the elementary school guidance program. The teacher's responsibility as a counselor to young children.
- Ed. 563 *Measurement and Evaluation in the Elementary School* 2 s. c.  
This course is concerned with the various techniques that may be used to measure and evaluate pupil progress in the elementary grades. Sociometric techniques, anecdotal records, techniques of observations, open question procedures are a few methods considered. (Prerequisite: Child Development or its equivalent.)
- Sci. 595 *Elementary Science Curriculum and Instruction* 2 s. c.  
Methods and materials used in teaching science in elementary grades; demonstration experiments adapted to elementary classroom work; curriculum planning; recent research and its application; field trips.

## ENGLISH

- Eng. 511 *English Literary Criticism (1800-1920)* — A study of the critical dicta which influenced the course of English literature between 1800 and 1920. Special considerations will be given to such major figures as Coleridge, Hazlitt, Ruskin, and Arnold. Prerequisite: At least one undergraduate course in English literature.
- Eng. 512 *American Literary Criticism (1800-1920)* — A study of the critical dicta which influenced the course of American literature between 1800 and 1920. Special consideration will be given to Poe, Whitman, Howells, and the New England writers. Prerequisite: At least one undergraduate course in American literature.
- Eng. 513 *English Literary Movements* — A detailed analysis of the development of English literature through a study of the major movements. Special emphasis will be placed on the influence of major writers on literary concepts, trends, and critical dicta. Prerequisite: At least one undergraduate course in English literature.
- Eng. 514 *American Literary Movements* — A detailed analysis of the development of American literature through a study of the major movements. Special emphasis will be placed on the influence of major writers on literary concepts, trends, and critical dicta. Prerequisite: At least one undergraduate course in American literature.
- Eng. 521 *English Literature to Chaucer* — A study of certain significant figures in English literature beginning with the Old English Period and closing with the Pearl Poet. Emphasis upon origins, trends, and influences. Reading, reports, research.



- Eng. 522 *Chaucer* — A study of the life and works of Chaucer; readings, reports, and class discussions of major and minor works and theories of origin and influence.
- Eng. 523 *Eighteenth Century Novel* — The significant master works of prose fiction in England from Defoe to the end of the century; development of types of the novel; the theories of structure, techniques of characterization, and the philosophies of the major authors.
- Eng. 524 *British and Continental Short Story* — A consideration of the short-story form especially as concerned with its origin, development, and current trends. Emphasis upon the influences of German, French, and Russian writers upon the British form.
- Eng. 531 *Shakespeare's Predecessors in Drama* — A course designed to trace the development of the drama from classical antiquity to the time of Shakespeare. The purpose is to consider the nature, structure, and other major aspects of the principle types of drama.
- Eng. 532 *Advanced Shakespeare* — Discussion with readings, reports, and original research on selected plays; study of origins, development, and influence.
- Eng. 533 *Nineteenth Century Drama* — A study of the development of drama as an institution in the Nineteenth Century. Although the primary emphasis will be upon English and American drama, continental influences will also be treated. Prerequisite: At least one undergraduate course in drama.
- Eng. 541 *Greek and Roman Literature in Translation* — A study of the major dramatic, epic, and lyric works from the classical period with their influences upon Anglo-American literature from the sixteenth to twentieth centuries.
- Eng. 542 *French Literature in Translation* — A study of French literature from Rabelais to Andre Gide. Emphasis upon the development of modern French literature and its influence upon Anglo-American literary forms and trends.
- Eng. 543 *Advanced Problems in Public Speaking* — Intensive study of parliamentary procedures for both large and small groups with special emphasis on the problems of the chairman, committee members, conventions, etc.; leadership and participation in group discussion on current public questions; speech making. Special research project is required.
- Eng. 544 *Problems of Speech Correction* — Discussion, lectures, and demonstrations on the rehabilitation of stammerers, of persons with cerebral palsy, cleft palate, hearing loss, and aphasia. Special emphasis on diagnosis, problems, integration with medical and training centers, treatment, and adjustment with society.
- Eng. 550 *Literature for the Elementary School* — A course designed to acquaint the student with the content and approach of the literature program in the elementary school. Although this course is designed primarily for elementary school teachers, it can also be pursued profitably by administrators, curriculum specialists, and others interested in the elementary school level.

## GEOGRAPHY

- Geog. 500 *Biogeography* — A study of the causes and effects of major floral and faunal distributions over the earth. The course will stress the natural original distribution of plants and animals that are of major economic importance to man, and how man has changed these original patterns. The study of new and potential uses by man of the plant and animal world will be included, with particular attention given to the attempt by man to enlarge the distribution area of the plants and animals he finds economically useful. Prerequisite: World Geography.
- Geog. 502 *Regional Climatology of the Continents* — A descriptive and explanatory analysis of the characteristics of the climates of each continent. Emphasis is on deviations from the normal world pattern as they are developed through climatic controls associated with the various continents.

- Geog. 504 *Regional Physiography of North America* — A regional analysis of the surface configuration of the North American continent. Emphasis will be placed on the geographical interpretation of those aspects of the terrain especially significant in affecting utility of the land. Prerequisite: Physiography, Geology or Geomorphology.
- Geog. 520 *Problems of Economic Geography* — A study of economic situations in our country and the world with emphasis on the major problems of production, surplus, marketing, conflicting national policies and special problem areas. Also the problems in gathering, presenting and comparing economic data will be analyzed.
- Geog. 522 *Ethnic and Demographic Problems of Geography* — A study of the characteristics and distribution of ethnic groups, and the geographic problems that arise from densities of population involving ethnic groups. The course will include present and future distribution and resettlement problems, with geographic factors used as a basis for interpretation.
- Geog. 523 *Political Geography* — A study of the development and trends of the present world political pattern. The course involves spatial factors affecting the organization of the various political units of the world. Patterns of geopolitical development will be considered and analyzed.
- Geog. 526 *Advanced Conservation of Natural Resources* — An economic and geographic appraisal of resource conservation in the United States, including factors of regional and national planning for resource utilization. The summer offering of this course may be organized as an advanced conservation workshop.
- Geog. 540 *Geography of the United States and its World Relations* — An analysis of the interdependence of our country in the world of nations. Changing patterns within the United States will be analyzed in relation to economic strategic and political developments in other parts of the world. Prerequisite: World Geography.
- Geog. 541 *Geography of Canada* — A study in the physical and cultural regionalism of Canada. The course will survey the natural resources and patterns of human occupancy including agriculture, industry and transportation.
- Geog. 543 *Geography of South America* — A regional geography of South America including an analysis of the physical base, settlement, agriculture, mining and manufacturing. Emphasis will be placed on inter-American relations of these countries.
- Geog. 544 *Geography of Europe (Excluding the U.S.S.R.)* — An advanced study of the geographic factors in the economic, social and political progress of the European nations. Emphasis will be put on current major problems of the continent in light of their geographic background. Consideration will be given to some geopolitical problems.
- Geog. 546 *Geography of Asia (Excluding the U.S.S.R.)* — An over-all survey of Asia including a study of physical and geographic regions, with concentrations on the monsoon realm, the Far East, and Southwest Asia. The resources and major activities of the people in regions of densest population and greatest economic and strategic importance will be stressed.
- Geog. 547 *Geography of the Soviet Union* — The course includes both European and Asiatic U.S.S.R. and the satellite nations. The elements of the geographic environment and the major regional divisions will be studied in relation to the resource base and the economic and political aims of the country. Emphasis will be placed on the positive and negative geographic factors in relation to the strength and weakness of the U.S.S.R. as a major world power.
- Geog. 581 *Graduate Seminar in Modern Philosophy of Geography* — A review of modern geographic thought with emphasis on the contributions of American geographers. Points of view on environmentalism, regionalism, and other doctrines that find expression in Geographic literature will be examined.
- Geog. 582 *Methods and Materials in Geographic Research* — The course will survey the various sources of geographic information and the methods of handling such materials for compiling into reports and geographic writing. Bibliographic aids and archival sources of geographical material will be used in preparation of research reports.



## MATHEMATICS

- Math 501 *Fundamental Concepts of Mathematics* — A course for the elementary teacher. It includes development of our number system, the base of a number system, and the role of the various types of numbers and operations in mathematics. The course stresses the meanings and understandings of the mathematics related to the elementary program.
- Math 502 *A Survey of Modern Mathematics* — A course to acquaint teachers with recent developments in mathematics. The topics included for study are selected from mathematical structure, properties of integers, sets, groups, logic, Boolean algebra and non-Euclidean geometry.
- Math 503 *History of Mathematics* — A course tracing the development of mathematics from the prehistoric to the present. This course involves a study of various areas in mathematics as well as the men responsible for the development.
- Math 511 *Higher Algebra* — A course in linear algebra. It includes matrices, determinants, their theory and application to systems of equations.
- Math 512 *Theory of Numbers* — A survey of the elementary arithmetic of the integers. The course includes properties of numbers, prime numbers, factorization, congruences and diophantine equations.
- Math 513 *Foundations of Algebra* — A course in modern algebra. It treats abstract algebraic structures such as integral domains, groups, rings and fields from an axiomatic point of view.
- Math 521 *Educational Statistics* — A course in statistics for the teachers. The course includes measures of central tendency, deviation, correlation and tests of significance of results.
- Math 522 *Advanced Educational Statistics* — A continuation of Math 521. It includes applications of various distributions, analysis of variance and covariance and multivariate analysis.
- Math 523 *Introduction to Mathematical Probability* — A course involving the mathematical treatment of random phenomena. Included for study are elementary concepts of probability, conditional probability, compound events, expectation and random variable.
- Math 524 *Mathematical Statistics* — A course emphasizing the mathematical aspects of statistics. It includes correlation, sampling, tests of significance, analysis of variance and other topics.
- Math 531 *Foundations of Geometry* — A course emphasizing modern geometry. It includes a postulational treatment of Euclidean and various non-Euclidean geometries.
- Math 541 *Advanced Calculus I* — An introduction to mathematical analysis. The course includes limits, continuity and derivatives.
- Math 542 *Advanced Calculus II* — A continuation of Math 541. The emphasis of this course is on integrals.
- Math 543 *Differential Equations* — A course in the theory, solution, and application of ordinary differential equations. It includes differential equations of the first and second orders.
- Math 545 *Introduction to the Theory of Functions of a Real Variable* — A course in real analysis. Included for study are the real number system, sets, order, theory of limits, continuity, derivatives and integrals.
- Math 547 *Introduction to the Theory of Functions of a Complex Variable* — A course in complex analysis. Included for study are the complex number system, analytic functions, differentiation and integration, expansions and conformal mapping.
- Math 550 *Methods and Materials of Research in Mathematics Education* — A course involving a study of the techniques of research in mathematics education. Included are an analysis of the various types of research, selection of a problem, selection of appropriate procedures and the formulation of a plan of investigation and report.

- Math 551 *Arithmetic: Methods, Curriculum and Research* — A course in recent developments in the teaching of arithmetic. The course stresses meaning and understanding in arithmetic by analyzing the social and mathematical phases of numbers. Content of the arithmetic curriculum as well as recent research are also considered.
- Math 552 *Seminar in Mathematics Education* — A critical re-examination of secondary school mathematics from a professional point of view. The course stresses methods of teaching as well as actual subject matter. Modern trends in secondary school curricula are also considered.

## SCIENCE

- Sci. 500 *Philosophy of Science* .....2 semester hours  
Ethical and social implications of modern science and technical skills. The course will deal of necessity with scientific methods of inquiry, choice of experimental techniques, and logical interpretation of results.  
Prerequisites: Completion of a major field in one or more of the sciences.
- Sci. 501 *Historical Geology* .....2 semester hours  
The history of plant life and animal life on our planet, as shown in the record of the rock formations. Field trips to visit museums as well as laboratory experiences in the study of living forms and fossils will aid graduate students in the comprehension of the great literature of paleontology.  
Prerequisite: Completion of a field in biological science or general science.
- Sci. 511 *Systematic Botany* .....2 semester hours  
Scientific methods applied to the classification of leafy and flowering plants. Observation of living specimens in the field, woods and gardens will be supplemented by lectures and herbarium work. Various systems of historical importance will be reviewed. The modern approach to experimental taxonomy will be emphasized.  
Prerequisite: General college botany or basic biology and field botany.
- Sci. 512 *Plant Growth* .....2 semester hours  
A comprehensive review of various theories of growth and consideration of the evidence. A study of apical meristems, secondary growth, and development of reproductive parts is projected against a background of plant physiology. Experiments with plant materials will involve use of phytohormones and various synthetic substances known to affect growth of vascular plants.  
Prerequisite: Two semesters of general college botany and a course in plant physiology or permission of the professor in charge.
- Sci. 521 *Mineralogy for the Science Teacher* .....2 semester hours  
Properties and occurrence of the common and industrially important minerals and their identification in the laboratory. Strategic and critical minerals and the relationship between mineral resources, national development and security will be studied.  
Prerequisite: Two semesters of inorganic chemistry.
- Sci. 523 *Resource Material in Elementary Science* .....2 semester hours  
A course designed to acquaint the elementary school teacher with the resource material in his community and elsewhere that is essential to the curriculum of the modern elementary school. Although this course is designed primarily for elementary school teachers, it should prove profitable to administrators also.
- Sci. 524 *Experimental Biology* .....2 semester hours  
Techniques in demonstrating body functions and animal behavior. Humanely conducted operations will utilize several types of invertebrates as well as fish, frogs and rodents. These are designed to demonstrate reflexes, tropistic responses, enzymatic digestion, peristaltic movements, circulation of the blood, metabolism, normal and anomalous growth.  
Prerequisite: Completion of a major field in biological science.



- Sci. 531 Acoustics for the Science Teacher .....2 semester hours  
Sounds and their sources, wave structure, transmission of sounds, and the organs of hearing. Basic principles will be applied to musical instruments recording and reproduction of music and speech. Some aspects of architectural acoustics will be considered.  
Prerequisite: Two semesters of college physics.
- Sci. 532 Space Science .....2 semester hours  
A review of the physical characteristics of space beyond the troposphere. Results of modern research in space exploration, techniques of radio astronomy, and problems of interplanetary travel will be considered. Collateral reading and special term reports will be assigned.  
Prerequisite: Two semesters of general college physics.
- Sci. 533 Physics Demonstrations .....2 semester hours  
Development of laboratory skills and techniques necessary for effective organization and presentation of teacher demonstrations. Students will be expected to develop special devices and to test them in teaching situations.  
Prerequisite: Completion of a field in physics or physical science.
- Sci. 541 Economic Entomology .....2 semester hours  
Beneficial and deleterious influences exerted by insects upon man's welfare; their identification, distribution, life histories and control. Special attention will be devoted to insects attacking crop plants, stored products, and livestock. Further study will be devoted to pollinating insects as well as the predaceous and parasitic forms utilized in biological control of organisms.  
Prerequisites: Completion of a field in biological science including general Entomology or invertebrate zoology and college botany courses.
- Sci. 542 Animal Ecology .....2 semester hours  
Interrelationships of organisms and the environment, including physical and biological factors. Topics for discussion and investigation will include animal distribution, procuring food, escape from enemies, surviving climatic extremes, reproductions and community organizations. Field trips to study a variety of terrestrial and freshwater habitats will be required.  
Prerequisites: Two semesters of college zoology or general biology.
- Sci. 543 Freshwater Biology .....2 semester hours  
Habitats, morphology and taxonomy of our local freshwater plants and animals. Work in the course will include classroom lectures and dissection, field trips and a minor problem. Each student must present at a seminar meeting a complete report of some individual research project.  
Prerequisites: College zoology, college botany, and at least one field course in biology.
- Sci. 544 Vertebrate Dissection .....2 semester hours  
Practical methods of examining bodies of vertebrate animals to observe differences in the structure of organs and organ systems. Functions of each will be discussed. An effective lecture-demonstration at a final seminar is a required outcome.  
Prerequisites: College zoology and vertebrate anatomy.
- Sci. 545 Developmental Anatomy .....2 semester hours  
A review of the anatomy of the human reproductive systems and the fundamentals of human development. Students make a survey of current literature dealing with the origin of sperms and ova and the sexual cycles. The establishment of several functional systems of the human body is studied, with constant reference to those in chicks and monkeys. A term paper is required which shall be presented to the class group.  
Prerequisite: Anatomy, physiology and embryology courses.
- Sci. 561 Human Heredity .....2 semester hours  
The in-born qualities of human beings and their genetic basis. This subject deals with both physical and mental aspects — normal and sub-normal, including such topics as linkage, crossing-over, mutations, nature of the genes, multiple alleles, multiple genes, incomplete dominance, lethal genes,

relationship to heredity and environment, and effects of radio-active substances.

Prerequisites: A course in general genetics or two semesters of a biological science.

- Sci. 562 Physical Anthropology .....2 semester hours  
A study of mankind, dealing with physical differences among various cultural groups. Variations in stature, skin color, blood groups, and other so-called racial differences will be studied in the light of evolution and modern science of genetics. The purpose of this course is to disclose such differences and to account for them, using scientific literature and methods. Prerequisites: completion of a field in biological science or health and physical education.
- Sci. 571 Bacteriology .....2 semester hours  
Diagnostic procedures and minor problems in microbiology, immunology and immunochemistry. The fields of medical mycology, virology and use of antibiotics will be examined. Prerequisites: Completion of a field in science and two semesters of chemistry.
- Sci. 572 General Cytology .....2 semester hours  
Techniques of preparing cells and tissues for microscopic examination. The physical properties, chemical structure and metabolism of cells will be studied, using both plant and animal tissues. Prerequisites: Completion of a field in biological science.
- Sci. 573 Principles of Pathology .....2 semester hours  
Nature of disease in plants and animals. The causative factors and development of important disease are studied. Modern control measures are discussed. Problems of pathogenic and non-pathogenic associations as well as fundamentals of immunology will be included. Prerequisites: Completion of a field in biological science including general botany, general zoology, two semesters of college chemistry and at least one course in anatomy.
- Sci. 590 History of the Physical Sciences .....2 semester hours  
The development of the physical sciences from Aristotelian concepts to those established by modern scientific methods. Emphasis will be placed on the role of discoveries in the physical sciences in the economic and political growth of all great nations. Prerequisites: Two semesters of inorganic chemistry and two semesters of college physics.
- Sci. 591 History of the Biological Sciences .....2 semester hours  
Great discoveries in the field of biology and related literature from that of Theophrastus to the present should be evaluated. Emphasis will be placed on the philosophical implications of these discoveries and the economic changes which have resulted from the major discoveries. Prerequisites: College zoology, college botany and a field of at least 24 semester hours in undergraduate preparation.

## SOCIAL STUDIES

		<i>Semester Credits</i>
I. Area of General Education .....		6
A. Required .....	4	
Ed. 510 Seminar in Educational Foundations		2 s. c.
The history of education; factual history integrated with educational philosophy and thought; the evolution of present day educational theories and issues from early times.		
Hu. 500 Seminar in the Humanities		2 s. c.
This is a composite course composed of three major fields of subject matter: (1) art and architecture, (2) music, (3) literature.		
B. Elective .....	2	
(To be chosen under advisement of the Department)		



II. <i>Area of Specialization</i> .....	24
A. Required and Electives .....	18

*Group A*

- History 510 Early American History 2 s. c.  
 A study of the period of colonial development; the era of revolutionary conflict; the experiment in confederation; the constitutional foundation of the republic; and the early years of evolving democracy. Special emphasis is placed on the political, social, economic, and cultural patterns of young America.
- History 511 Growth of the American Nation 2 s. c.  
 An intensive study of the growth of the nation and the problems involved therein: nationalism, sectionalism, and democracy; commerce, industry, and the tariff; the rise of the new West; the issues of slavery, Civil War, and reconstruction; the development of big business and labor; and the resurgence of imperialism.
- History 512 The United States as a World Power 2 s. c.  
 A study of America's development as a world power. It deals with the impact of industrialization upon society, politics, and economics; the problems of the war and post-war periods; and the work of our nation toward world unity. Emphasis is placed on the immediate background of current affairs.
- History 513 American Constitutional History 2 s. c.  
 A study of the origin and development of the American constitution from its English background to the present time. Emphasis is on the progressive adaptation of the law to a changing social and economic order. Such conflicts as nationalism versus state rights, and vested rights versus police power are investigated.
- History 514 Seminar in Recent American Diplomatic History 2 s. c.  
 A study of American foreign policy in Europe, Asia, Latin America, and the Middle East from 1939 to the present; in each area of study there is presented the objectives sought by the United States and the political, military, economic, and social policies it pursued in an attempt to achieve these objectives. Special detail is given to two fundamental issues on which free-world survival depends — the nature of our military strategy and the future of underdeveloped countries.

*Group B*

- History 520 Early European History 2 s. c.  
 A study of the latter Medieval Ages with emphasis on commercial expansion and secularism; the Renaissance with emphasis on the rise of individualism, absolutism, and the beginning of European expansion; and the Reformation with emphasis on dynastic absolutism, nationalism, and capitalism.
- History 521 18th and 19th Century Europe 2 s. c.  
 A study of dynastic rivalries of the 17th and 18th centuries; of the commercial colonial rivalries of the European powers of the 18th century; the growth of the revolutionary spirit; and the problems of 19th century Europe.
- History 522 Twentieth Century Europe 2 s. c.  
 A study of twentieth century Europe with emphasis on the causes of World War I; the problems of Europe between World War I and World War II; the causes of World War II; and the problems of contemporary Europe.
- History 523 Contemporary World Affairs 2 s. c.  
 An analysis of the causes of the cold war between the U.S.S.R. and the United States and the Western Democracies; contemporary efforts to realize peaceful coexistence of the democracies with the Communist dictatorships; and the impact of the nationalist movements of the peoples of Asia and Africa on contemporary world politics.

- History 524 Cultures of the Non-Western World 2 s. c.  
A study of the political, economic, institutional, and cultural growth of Africa, India, Southeast Asia, and the Far East. Emphasis is placed on the comparisons and contrasts between these regions and the rest of the world. Special attention is given to recent interpretations of the many new aspects of Asian and African culture.

### Group C

- History 502 Methods and Materials for Teaching Social Studies 2 s. c.  
The course is designed to acquaint teachers with current practices and procedures in the Social Studies field with emphasis upon organization and planning; the use of classroom, library, and curriculum materials; testing, measurement, and evaluation; and bibliographical sources for both teachers and students.
- Political Science 531 Modern Political Thought 2 s. c.  
Critical analysis of enduring political problems, primarily in the writings of European theorists from Machiavellie to the present; an analysis of the basic concepts of political science; and theories concerning the proper role of the State in society.
- Political Science 532 Seminar in International Relations 2 s. c.  
A study of the factors which motivate the actions of nations on the contemporary international scene; with special emphasis on the machinery which members of the nation-state system have evolved for giving effect to their various policies. The methods of diplomacy, international law, and international organization are stressed.
- Economics 531 Comparative Economic Systems 2 s. c.  
A study of major forms of economic organizations with particular emphasis on those existing today. The course is presented so as to contrast the structure of capitalism, socialism, communism and fascism.
- Economics 532 History of Economic Thought 2 s. c.  
The historical evolution of the major economic doctrines; mercantilists and cameralists; physiocrats; Adam Smith and the classical school; the historical school; the Austrian school; Alfred Marshall and the neo-classicists.
- Sociology 531 Social Pathology 2 s. c.  
A study of cultural patterns defined by society as undesirable. Analysis of the role of social science principles relating to the functioning of the family, education, and the state in modern society. Pathological patterns in the economic, educational, and political life resulting in social disorganization.
- Sociology 532 Historical Sociology 2 s. c.  
A study of the history of social thought from early primitive beginnings to recent contemporary times. It makes use of social thought in Europe and America. Emphasis is given to a survey of the work and personalities of outstanding American sociologists projected on the background of social theory and research.

### B. Research and Supporting Electives ..... 6

- Sec. 500 Methods and Materials of Research 2 s. c.  
A course designed to acquaint the student with the basic techniques and procedures in research. This course treats the major types of research and the methods for locating, evaluating, and interpreting evidence. It also includes the actual preparation of a research paper. This course is given by curriculum (elementary, secondary, music, health and physical education) in order to meet the needs of the specific fields.
- H. 610 Thesis 2-3 s. c.  
Each graduate student must present a thesis developed under the guidance of a member of the Social Studies Department. The student must show a marked attainment in some field of his major subject and he should demonstrate that he has acquired the methods and techniques of scholarly investigation.



Supporting elective

2 s. c.

The graduate student must take course work in fields of study necessary to augment his background for work on his thesis. If the thesis is in the realm of colonial history, for example, his supporting elective must be in Early American History. The elective might be in another department, but only if the thesis subject warrants this. A thesis in colonial literature, for example, would be supported by a course in American Literature.

## MUSIC

### A. REQUIRED COURSES

#### Section I.

a. Required Course

- Mus. 510 *Current Trends in Music Education* 2 s. c.

Current principles and philosophy in music education in relation to modern educational philosophy and curriculum practices. Prerequisite: Elementary and Secondary Music Methods.

b. Required Elective Course (select one) 2 s. c.

- Mus. 511 *Administration of Public School Music* 2 s. c.

A consideration of administrative problems, curricular content, scheduling, in service training of teachers, and supervisory planning will be included. Participants may bring in problems which have been encountered in the supervision and administration of public school music. Prerequisite: Teaching experience.

- Mus. 512 *Music Education in the Secondary School* 2 s. c.

This course deals with the general music class in the Secondary School with special emphasis on the problems in the Junior High School. Prerequisite: Secondary Music Methods and Teaching experience.

- Mus. 513 *Music Education in the Elementary School* 2 s. c.

This course is planned for the music educator with emphasis upon problems, procedures, and materials and their practical application in the Elementary class room. Prerequisite: Elementary Music Methods and Teaching Experience.

- Mus. 514 *Pedagogy of Music Theory* 2 s. c.

A study of the techniques and materials for use in teaching the various skills included in courses in music theory. Special emphasis will be placed on theoretical instruction in the public schools. A comparison of procedures in present day use and an introduction to the work of outstanding theorists will be included.

- Mus. 515 *Marching Band Techniques and Materials* 2 s. c.

A detailed study of the Marching Band including organization, music, materials, care of instruments and uniforms, marching essentials, and contemporary techniques.

- Mus. 516 *Piano Pedagogy* 2 s. c.

A consideration of principles and procedures of piano teaching at all levels. Sound practice procedures, as well as the essentials of technique, style, and musicianship will be demonstrated through performance. Opportunity to teach and prepare criticisms will be provided. Prerequisite: Teaching experience or evidence of sufficient pianistic background to profit from the course.

- Mus. 517 *String Pedagogy* 2 s. c.

The principles and techniques of teaching applied music. A concentrated study of the presentation of techniques from early through advanced grades, with an analytical examination of carefully chosen and recommended material for teachers. Prerequisite: Performing experience on string instruments.

- Mus. 518 *Vocal Pedagogy* 2 s. c.

A practical approach to the principles and techniques of teaching voice at all levels is presented. Stress is laid upon materials and procedures concerned with improving the tone quality of the individual and/or the group. Prerequisite: Teaching experience or evidence of sufficient vocal background to profit from the course.

Mus. 519 *Music Appreciation in the General Music Program* 2 s. c.

A comprehensive study of the many different approaches to the development of musical understandings which stimulate a sincere appreciation of music. Particular emphasis is placed upon materials and their reflection in pupils' appreciative responses.

Section II. Applied Music — require (a, b, or c) 4 s. c.

a. Keyboard

Mus. 541-551 *Advanced Piano or Advanced Organ* 1 or 2 s. c.

Continued study in all phases of piano or organ performance through the literature from Bach to the contemporary period; opportunity for recital performance will be provided. Prerequisite: 4 credits in piano or organ, with performing experience.

Mus. 546-549 *Piano Ensemble and Master Class* 1 s. c.

Emphasis will be placed on the study and performance of accompaniment material, chamber music, and original works and arrangements for four-hands and two-piano combination. Both classical and contemporary literature will be considered. Rehearsal techniques in ensemble playing will receive stress. Prerequisite: Pianistic ability at a level to function effectively in the class.

b. Vocal

Mus. 503 *Advanced Choral Conducting* 2 s. c.

Discussion, study, and practical application of choral conducting techniques involved in the performance of the music of the various schools of choral writing, sacred and secular. Prerequisite: Choral conducting.

Mus. 531-535 *Advanced Voice* 1 or 2 s. c.

Continued study in all phases of vocal techniques. Development of repertoire from as many schools as possible including widely contrasting styles for use in church and recital. A voice major should give a recital of three or four groups of songs. Prerequisite: 4 credits in voice and performing experience.

Mus. 536-537 *Vocal Ensemble and/or Chorus* 1 s. c.

Participation in the preparation of choral and/or ensemble programs for concert performance. Prerequisite: Chorus experience equivalent to the undergraduate requirement for chorus; sufficient voice and reading ability to profit by extensive work in this area of participation.

Mus. 538-539 *Opera Workshop* 2 s. c.

A practical study of the technique of producing musical stage plays. Covers study of music and action only. Includes preparation of roles, coaching, conducting rehearsals, and possible public performance. Participants engage in singing, accompanying, directing, etc., as needed to supply the experience.

c. Instrumental

Mus. 501-502 *Advanced Class Instruction in Instruments* 1 s. c.

This class is offered to students who wish to become familiar with the playing and teaching techniques of the orchestra and band instruments. Prerequisite: Violin, Clarinet, Trumpet.

Mus. 504 *Advanced Instrumental Conducting* 2 s. c.

Study and practice of the problems involved in conducting more advanced music literature. Developing the ability to read and conduct full scores of works involving larger orchestra than used in undergraduate work. Prerequisite: Instrumental Conducting.

Mus. 561-565 *Advanced Instruments* 1 or 2 s. c.

Continued study in all phases of technique in relation to the performance of the instrument's repertoire; opportunity for recital performance will be provided. Prerequisite: 4 credits in instruments and performing experience.

Mus. 566-569 *Ensemble and/or Orchestra or Band* 1 s. c.

Participation in preparation of programs for concert performance. Prerequisite: Experience equivalent to the undergraduate requirement.

Section III. — Structure and Organization of Music	}	Require 4 s. c.
and/or		
Section IV. — Literature and History of Music		



### III — Courses:

- Mus. 521 *Advanced Counterpoint* 2 s. c.  
A course devoted to more advanced study of the polyphonic forms including extensive analysis of instrumental and vocal fugues, and creative writing in the more complex forms. Prerequisite: The equivalent of Counterpoint description in the undergraduate catalog.
- Mus. 522 *Advanced Composition and/or Orchestration* 2 s. c.  
Creative work in various forms. Prerequisite: A knowledge of the instruments of the orchestra and experience in their use in original composition.
- Mus. 523 *Advanced Band Arranging* 2 s. c.  
Emphasis is placed on arranging for the high school band. Consideration is given to Bands with inexperienced players and limited instrumentation. Students will have the opportunity to hear their arrangements performed. Prerequisite: Orchestration or Teaching experience.

### IV — Courses:

- Mus. 505 *Contemporary Music* 2 s. c.  
A study of the techniques and artistic movements of the 19th century necessary for the understanding of contemporary music. Musical styles and techniques of the 20th century will be studied utilizing recordings, performances, scores, periodicals, etc. Individual composers will be discussed along with the analysis of selected works. The contribution of America to the contemporary musical scene will be emphasized.
- Mus. 506 *Instrumental Literature* 2 s. c.  
Instrumental materials for public school groups at all levels are discussed and evaluated. Program building and music for special programs are emphasized. Actual performance and recordings are used when possible. Prerequisite: Instrumental methods and performing experience.
- Mus. 507 *Vocal Literature* 2 s. c.  
A course designed to meet the needs of students, artists, and teachers giving them a performing and teaching command of representative song repertoire and program building. Material includes classic song literature, lieder, modern songs, and arias from standard operas and oratorios illustrated by performance of and by records, members of the class, and the instructor. Prerequisite: 4 credits in voice and performing ability.
- Mus. 508 *Choral Literature* 2 s. c.  
A study of the music used for purposes of choral ensemble through the course of the history of music as an art. Study by participation in actually singing of the material, and by research into some single phase elected by the student with the approval of the professor.
- Mus. 509 *Piano Literature* 2 s. c.  
A course designed to meet the needs of the performing students, teachers, through the medium of records, films, discussion and performance of great piano literature. Prerequisite: 4 credits in piano and performing experience.
- Mus. 524 *String Literature* 2 s. c.  
An intensive study through performance, analysis, and lecture of advanced string literature suitable for performance. The course will stress the problems of technique and the interpretive aspects of representative works of composers from the pre-Bach through contemporary periods. Prerequisite: Advanced playing ability required.
- Mus. 525 *Woodwind Literature* 2 s. c.  
A comprehensive evaluation of materials for solos and ensembles through actual performance and the use of recordings forms the basis for this course. Prerequisite: Performing experience.
- Mus. 526 *Brass Literature* 2 s. c.  
A comprehensive evaluation of materials for solos and ensembles through actual performance and the use of recordings forms the basis for this course. Prerequisite: Performing experience.
- Mus. 527 *History of the Opera* 2 s. c.  
Detailed study of the composers and their major contributions to the opera movement. Prerequisite: 6 credits of History of Music.

### Section V. Required Electives Section II or III or IV

2 s. c.

B. ELECTIVES (offered as needed)

a. Music Education Students

Mus. 581 *Accompanying* 2 s. c.  
Designed to consider the principles and problems of accompanying by various types of accompanying experiences in the vocal and instrumental literature. Students are given practical experience in studio accompanying at all levels of difficulty. Prerequisite: Sufficient pianistic background; 4 credits in piano.

Mus. 582 *Form in Music* 2 s. c.  
A study of the internal and external aspects of form in music. The varied relationship of motivic elements will be discussed in the analysis of selected works representing the traditional homophonic and contrapuntal forms. Masterworks to be studied will be selected from various periods illustrating a wide variety of styles.

Mus. 583 *Music in the Baroque Period* 2 s. c.  
A historical and appreciative study of music from 1600 to 1750, with special attention to stylistic and formal developments; significant trends and their relationship to general history and subsequent evolution of the art; some biographical study including Bach and Handel. Outside reading, research papers and classroom discussion required.

Mus. 584 *Seminar in Piano Teaching and Teaching Materials* 2 s. c.  
A seminar giving in-service music teachers and supervisors the opportunity for class study of outstanding examples of the piano literature. The role and integration of the piano into the public school program along with suitable teaching materials for class and private study will be analyzed and used in demonstrations and student teaching.

Mus. 585 *String Literature and Pedagogy* 2 s. c.  
This course is designed to give music teachers an understanding of the problems involved in teaching string classes. It is basically a study of techniques and methods required for the effective teaching of string classes.

Mus. 586-587 *Vocal Diction* (two semesters) 2 or 4 s. c.  
First semester — English, Italian and Latin Diction.  
A laboratory course to establish correct pronunciation in singing English, Italian, and Latin with practice in the use of the phonetics of these languages in selected standard song repertoire.  
Second semester — French and German Diction.  
The study of French and German as applied to singing and the acquirements of correct pronunciation through the use of the phonetics of these languages in selected standard song repertoire.

Mus. 588-589 *Seminar in Music Education* 1 or 2 s. c. each semester  
(one or two semesters)

Special topics designed to meet the need for special study in the particular field of music are studied and analyzed in conferences, discussions, and independent work. Prerequisite: Eight credits of graduate work including "Current Trends in Music Education" and "Methods and Materials of Research."

b. Elementary Education Students

Mus. 572 *Vitalizing Music in the Elementary School* 2 s. c.  
A course planned primarily for elementary teachers. It aims to prepare them to teach more effectively and to enrich the program of Music Education in the schools. This will be brought about through study of the various series of song and rhythm materials currently available for use in elementary schools. It will develop the basic knowledge of simple instruments such as the xylophone, autoharp, and percussion.

Mus. 573 *Keyboard Activities for the Classroom Teacher* 2 s. c.  
Designed primarily for the elementary classroom teacher through a functional study of the piano. Grasp of fundamental principles of accompanying classroom singing, rhythmic and creative activities by studying and performing practical classroom materials.

Mus. 574 *Teaching of Music Appreciation in the Elementary Grades* 2 s. c.  
A course designed for elementary teachers. It aims to provide suitable and available materials from which units of study for a specific grade are organized for the purpose of enriching the music program. Emphasis is placed upon the use of audio-visual materials.



c. Open to all Students

- Mus. 560 *Study and Appreciation of the Opera* 2 s. c.  
Hearing and studying the opera from its origin to the present. Works from Monteverde to Gluck to Britten, Menotti, and Stravinsky will form the "repertoire" of this course. Greater emphasis will be placed on the most significant contributors to the development of the opera.
- Mus. 571 *Music Criticism and Aesthetics* 2 s. c.  
Exercises in writing musical criticism and essays will be undertaken. Aesthetic concepts of different eras will be discussed.
- Mus. 580 *Music in National and International Affairs* 2 s. c.  
A study of the spheres of influence of music throughout the ages with particular consideration being given to the socio-cultural aspects and the application of this knowledge to everyday life.
- Mus. 590 *Study and Appreciation of The Symphony* 2 s. c.  
An elective course open to music majors and students from other departments and fields of interest. A course presenting the musical forms and literature of the symphony in an intelligible, stimulating, and enjoyable way. The course evaluates the basic instrumental forms which directly influence the development of the symphony and follows a comparative growth and expansion through the contemporary period in music. Paramount in the course is the non-technical approach to analysis and the development of meaningful listening procedures for a representative number of carefully chosen compositions from the standard literature for the symphony.

## HEALTH AND PHYSICAL EDUCATION

H.E. 500 *Methods and Materials of Research*

A study of the techniques of research in education with specific application to the field of health, physical education and recreation. Prerequisite: A course in Measurement and Evaluation in Health, Physical Education and Recreation.

H.E. 501 *Advanced Rhythmical Foreign Gymnastics*

A comparative study of foreign systems of rhythmical gymnastics stressing music and rhythmical movement done in free style with hand apparatus such as balls, hoops, and wands.

H.E. 502 *Elementary Physical Education Workshop*

A complete orientation for the teaching of elementary physical education. Principles and practices will be presented and developed. A variety of appropriate activities will be considered from the standpoint of their use at various grade levels.

H.E. 503 *Advanced Aquatics*

This is a course for aquatic directors, physical education supervisors, recreation and camp directors, and school administrators. A prerequisite of a high degree of competitive skill is not necessary.

The course contains a clinical approach to the teaching and coaching of swimming, diving, and life saving with emphasis on the latest techniques of class organization and instruction. There are also an analysis of competitive diving and swimming strokes from the problem-solving viewpoint; a planning of an all-inclusive aquatic program for schools and camps; and a critique on facilities, equipment and personnel direction. Each student will also pursue a major area for research.

H.E. 504 *Dance in Education*

Contemporary use of all forms of dance found in schools. Opportunities will be given to develop programs in a specific area of choice. Resources in terms of a variety of music will be fully developed.

H.E. 510 *School and Community Recreation*

A study of community recreation with special emphasis on the role of the school in relation to the total program.

H.E. 511 *Field Problems in Recreation*

A study of the field problems commonly met in recreation. Each student will work in a specific problem area in a recreational field. Conferences and resources will be used in developing solutions to the problem. (Admission by approval of major professor and the Director of Health, Physical Education, and Recreation.)

**H.E. 512 *Outdoor Education Workshop***

A study of principles, procedures, and skills necessary to conduct an outdoor education program. Students will participate in and serve as leaders in a college sponsored outdoor education program.

**H.E. 520 *Advanced Coaching***

A study of recent trends and changes in theories and techniques of teaching sports. Mechanical principles of efficient movement will be analyzed. Emphasis will be on research related to competitive performance. Specialists in several areas of coaching will serve as guest panelists in this course.

**H.E. 521 *Administrative Supervision of Interschool and Intramural Athletics***

The organization and administration of athletic and intramural programs including the theory, principles, and objectives of various levels of competitions. Job specifications of athletic and intramural directors and the delegation and assumptions of responsibilities will be given detailed consideration. Practical operating policies and procedures for athletic administrators will serve as a basic guide for this course.

**H.E. 530 *Psychological and Physiological Basis of Motor Activity***

A course devoted to the study and analysis of scientific data related to the selection, value, and techniques of instruction in physical education activities. Major emphasis will be on the basic scientific approaches to motor learning and the development of skill patterns. Prerequisites: Anatomy and Physiology I and II, and Applied Physiology or their equivalents.

**H.E. 531 *Adaptive Physical Education Workshop***

The recognition of the atypical child as part of a total teaching situation. The nature and extent of common handicaps will be studied. Emphasis will be based upon positive application of activities in the physical education field to handicapped children individually and in groups. Students will be placed in the positions of assistant instructors in programs for handicapped children. Activities will include swimming, sports, and games. Prerequisites: Undergraduate psychology, anatomy and physiology courses.

**H.E. 540 *School Health Problems***

A course designed as in-service training to study the current school health problems by using the Case Technique Method. A wide variety of materials, methods, and resources will be utilized in working on these problems. Prerequisites: One year's teaching experience or equivalent.

**H.E. 541 *School-Community Health Education Workshop***

A study of common problems in the home, community, and school health education areas. The five-point program follows: to provide in-service training in health education; to stimulate and promote an effective follow-up program in health services; to coordinate the efforts of allied health agencies; to stimulate and promote interest in local health units; and to develop an awareness of the place of mental health in the total health program of the home-school-community.

**H.E. 542 *Health Instruction in the Elementary School***

A course designed for both health education specialists and elementary school teachers. As the title implies, this course acquaints the student with the methods and content of the course of instruction in health in the modern elementary school.

**H.E. 550 *Foundations and Principles of Health, Physical Education and Recreation***

The basic approach to health, physical education, and recreation through the study of past and contemporary philosophies, principles, objectives, and trends.

**H.E. 560 *Contemporary Problems in Health, Physical Education, and Recreation***

An overview of the problems in teaching health, physical education, and recreation with specific relationship to in-service aspects. Emphasis will be placed on the factors and variables which influence solutions to these problems.

**H.E. 561 *Measurement and Evaluation in Health, Physical Education, and Recreation***

The study of statistical and evaluative procedures and their application to the field of health, physical education, and recreation.



H.E. 562 *Administrative and Supervisory Practices in Health and Physical Education*

The nature and extent of the positions of directors or supervisors of health, physical education and recreation. The job specifications will be defined and operational principles and procedures will be developed.

H.E. 570 *Curriculum Developments in Health and Physical Education*

Contemporary trends in health and physical education curricula at the elementary, secondary and college levels. Extensive surveys, reports, and analyses of curriculum practices will be applied to the construction of health and physical education programs.

H.E. 580 *Contemporary Practices in Safety Education*

A course designed to evaluate and interpret research studies and practices affecting the teaching of safety education in schools and colleges.

H.E. 591 *Seminar in Health, Physical Education and Recreation*

To be taken concurrently with the development of a problem or a thesis. (Admission by approval of major professor and the Director of Health, Physical Education, and Recreation.)

H.E. 592 Report.

H.E. 593 Thesis.

## WITHDRAWALS

Any student withdrawing from a class without official authorization is automatically disqualified from the graduate program. He can be admitted to further graduate study only through application to the Graduate Committee.

## EXAMINATIONS

As noted in the requirements for admission, examinations vary according to the classification of the student; e.g., degree candidates must pass specific comprehensive examinations. Every graduate student must accept responsibility for knowledge of the examinations required of him. The beginning student can determine the examinations required of him by examining the information listed below and by conferring with his department chairman. In no case shall the student assume that his adviser, major field professor, or graduate program official will notify him.

All students working for a degree are required to take four examinations; the Professional Background Examination, the General Culture Comprehensive Examination, the Admission to Degree Candidacy Examination, and the Area of Specialization Examination. In addition, however, some students will be required to take a general background examination.

An explanation of the examinations and the conditions under which they will be required follows:

1. *Professional Background Examination* — The Professional Background examination is constructed, administered and evaluated by the Department of Education. As the name implies, it is designed to evaluate the candidate's knowledge of the teaching profession. This examination is given in conjunction with the course entitled "Seminar in Educational Foundations."

Because this examination is furnished and graded by an outside agency, a fee of \$5.50 is required.

2. *The General Culture Comprehensive Examination* — Every student working for a degree must take as part of the course entitled "Seminar in the Humanities" the General Culture Comprehensive Examination. This examination evaluates the student's background in those areas which are commonly termed "humanities." The results of this examination are used for diagnostic purposes.
3. *The Admission to Degree Candidacy Examination* — The admission to Degree candidacy Examination is constructed, administered and evaluated by the student's major departments. This examination must be taken, as stated elsewhere, sometime between the acquisition of six and fifteen semester credits. This examination is designed to determine whether the student is to be

permitted to work for a degree. The examination is broad and comprehensive in nature, with the basic purpose of evaluating the student's knowledge and general competency in his major field.

The Graduate Record Examination or some similar test is given as part of this examination.

4. *The Area of Specialization Examination* — Sometime after the acquisition of twenty semester credits, the student may take the Area of Specialization examination which is required of all candidates for the degree.

The Area of Specialization examination is a comprehensive examination over the student's major field. The examination is constructed, administered, and evaluated by the student's major department. All details of the Area of Specialization examination are the province of the major department concerned. Degree candidates are urged to confer with their advisers concerning this examination at the earliest possible date.

The Area of Specialization Examination is usually given after the student completes his research report or thesis.

5. *General Background Examination* — Applicants for graduate courses who, in the opinion of the department concerned, have inadequacies in their undergraduate programs, may be required to take an examination to demonstrate adequacies of general background information. The nature of this examination will be explained to the candidate by his major department.

## ADVISORY SYSTEM

The applicant for admission to the graduate program should think of the chairman of his department as his major adviser until such time as an adviser is assigned him.

As soon as the applicant has declared his plans to the chairman of his major department, he will be assigned as the advisee of a professor in his major field.

The student should think of his adviser as a counselor and as a graduate program official. The adviser must approve the student's course selections, he must guide the student in making decisions regarding examinations; and he must check the student's work against graduate program requirements. Although the adviser will help the student in every way possible, the student, nonetheless, must remember that the responsibility of completing graduate work is primarily his.

## LIBRARY

Graduate students are entitled to the use of library facilities under the conditions prevailing in the undergraduate program. The student, therefore, should familiarize himself with library regulations at the earliest possible date.

Because many graduate students are on campus for only one day each week, some special privileges are granted in the borrowing of books. The graduate student however, must realize his obligation to conform with all library regulations.

## HOUSING FACILITIES

Because this college rarely has any full time graduate students during the fall and spring semesters, no provisions for housing for graduate students are made for those semesters. Graduate students attending the summer session may obtain housing in the college dormitories at the usual fees charge of undergraduates.

Graduate students living on campus during the summer sessions are subject to all officially stated regulations concerning housing and related matters.

## CULTURAL OPPORTUNITIES

The graduate student should avail himself of the cultural opportunities on campus and in the immediate vicinity. The college sponsors All Star Programs, lectures, entertainments, and other significant cultural activities. The immediate vicinity is rich in historical significance and other cultural advantages. Also, the student will find easy access to Philadelphia and its many museums, libraries, and similar facilities.



## EXPENSES

The charge for tuition in the Graduate Program is \$20 per semester hour of credit.

Graduate students desiring housing facilities at the College during the summer sessions may procure such facilities at the regular rates listed in the official catalogue.

Graduate students are also required to pay any fees (activity fee, library fines, etc.) required of other summer school students.

All fees are subject to change without notice.

## MARKING SYSTEM

The marking system employed in the graduate program is the same as that of the undergraduate program.

- A — Superior
- B — Above average
- C — Average
- D — Passing
- F — Failure
- I — Incomplete

The following restrictions are enforced in the marking system: (1) the student must maintain a general average of at least 2.5; (2) grades lower than "C" are not acceptable in satisfying degree requirements; (3) courses which, for some valid reason (unavoidable absence during final examination, etc.), are not completed by the end of a given semester, must be completed before the close of the succeeding semester unless the Graduate Committee grants an individual exception this requirement.

## RESIDENCE REQUIREMENTS

All course requirements must be satisfied in residence.

This college does not offer any off-campus courses nor will it accept in transfer credits earned in off-campus or extension centers of other colleges or universities.

## TIME LIMIT

All requirements for the graduate degree, i.e., Master of Education, must have been satisfied within a period of six years before the actual date of receiving the degree. In unusual cases, e.g., prolonged illness, the Graduate Committee may make minor exceptions. In no instance, however, should the student assume that such exceptions will be made routinely.

The existence of the six-year time limit makes imperative the settling of all details regarding the research report or thesis and similar matters at the earliest possible date.

## REPORTS

Official reports are issued immediately after the termination of each semester for work taken during that semester. The student should consider these reports as an official record of his standing in the graduate program. Students should check these reports against grade requirements and other regulations pertinent to their particular case. When consulting with faculty advisers, students should have these reports at hand in order to facilitate questions which the adviser may have.

## ABSENCES

Applicants for graduate courses should realize at the outset the importance of attending all classes. However, because the Graduate Committee realizes that emergencies may arise, a policy on absences has been constructed.

For courses meeting once a week, the student is permitted a maximum of two absences during the semester. In no case should these absences be thought of as "cuts". They should be considered, rather, as allowances for emergency conditions.

No absences are permitted during the summer session.

The student is held fully responsible for all work required for courses taken. Absences from class, therefore, do not constitute a valid reason for exemption from course responsibilities. Students absent from examinations for valid reasons should contact the professor concerned as early as possible in order to make up the examination.

## CLASS HOURS

All classes for the graduate program are scheduled during the late afternoon, evening, Saturdays, and summer sessions. As enrollment warrants, the number of classes given during the regular academic year is adjusted accordingly. Most graduate courses, however, are given primarily during the summer sessions.

## TRANSCRIPTS

Students wishing transcripts of graduate work at West Chester may obtain such transcripts by communicating directly with the Office of the Registrar. The regulations pertaining to undergraduate transcripts hold for the graduate program also, i.e., students should allow a minimum of one week in requesting transcripts; requests should be made in writing; and all pertinent information (full name, maiden name, curriculum, dates, etc.) should be given.

The cost is \$1.00 per transcript. Checks should be made payable to the Commonwealth of Pennsylvania.

## PLACEMENT SERVICE

Every year the College Placement Service is notified of many positions of all types on all levels of instruction. Because many of these positions offer unusual opportunities for professional advancement, graduate students are encouraged to use the services of the Placement Office.

All students pursuing graduate work at West Chester are eligible for the use of limited services provided by the Placement Service. Students who have completed less than 15 semester credits have access to the listings of vacancies. Students who hold undergraduate degrees from West Chester and/or have completed 15 semester credits of graduate work are eligible for the full services of the Placement Service. The term "full services" includes registration, development of a complete set of credentials, and mailing of credentials to prospective employers.

There is no charge for the use of the Placement Service. Students wishing further information should visit the Placement Office. The office is open from 9 - 5 on weekdays and from 9 - 12 on stated Saturdays.

## GRADUATE FACULTY

Alexander Antonowich, B.S., M.A., Ed.D. ....	Professor of Music
Dorothy D. Bailey, B.A., M.A., Ph.D. ....	Professor of English
Michael F. Bannon, B.S., M.A., Ed.D. ....	Professor of Education
Harold W. Benda, B.A., M.A., Ed.D. ....	
.....	Professor of Education and Chairman of the Dept. of Education
Gertrude W. Bernard, B.F.A., M.Ed. ....	Associate Professor of Music
Thomas Elliott Berry, A.B., A.M., Ph.D. ....	
.....	Professor of English and Director of Graduate Studies
James A. Binney, B.A., M.A., Ph.D. ....	Professor of English
James B. Bonder, B.A., M.A., Ed.D. ....	Professor of Education
Robert Carl, B.S., B.M., M.M. ....	Assistant Professor of Music
Paul E. Carson, B.S., M.F.A. ....	Associate Professor of Music
Frank T. Cheesman, B.Mus., M.Mus., Ed.D. ....	Professor of Music
Edwin B. Cottrell, B.S., M.Ed., Ed.D. ....	Professor of Health & Physical Education
Alvin B. Davis, B.S., M.A. ....	Associate Professor of Health & Physical Education
Mark M. Evans, B.Ph., M.Ed., Ph.D. ....	Professor of Education
Edward G. Everett, B.S., M.A., Ph.D. ....	Professor of Social Studies
Albert E. Filano, B.S., M.S., Ph.D. ....	
.....	Professor of Mathematics and Chairman of the Dept. of Mathematics



Byron Y. Fleck, B.A., M.A., Ph.D. .... Professor of Social Studies and Chairman of the Dept. of Social Studies  
 Arnold Fletcher, B.S., M.Ed., Ed.D. .... Professor of Music  
 Robert B. Gordon, B.Sc., M.Sc., Ph.D. .... Professor of Science and Chairman of the Dept. of Science  
 Miriam S. Gottlieb, B.A., M.A. .... Associate Professor of Music  
 John W. Gutscher, B.S., M.A. .... Associate Professor of Music  
 Clifford H. Harding, A.B., M.A., Ph.D. .... Professor of Social Studies  
 Arthur S. Hawthorne, B.S., M.A. .... Associate Professor of Geography  
 Julius M. Hill, B.S., M.A., Ph.D. .... Professor of Education  
 Constantine Johns, B.S., M.A., Ed.D. .... Professor of Music  
 Arthur E. Jones, B.S.Mus., M.A., Ph.D. .... Professor of Music  
 Alvin S. Keinard, B.A., M.Ed., Ed.D. .... Professor of Geography and Chairman of the Dept. of Geography  
 George Langdon, B.S., M.S., Ph.D. .... Professor of Geography  
 Melvin M. Lorback, B.S., M.S. .... Associate Professor of Health & Physical Education  
 Mary M. Maneval, B.A., M.A., Ph.D. .... Professor of Sociology  
 Charles M. Micken, B.S., M.S., Ed.D. .... Professor of Education  
 S. Powell Middleton, B.S., M.A. .... Assistant Professor of Music  
 Lloyd C. Mitchell, B.Mus., M.Mus., Ed.D. .... Professor of Music and Chairman of the Dept. of Music  
 Edward Norris, B.S., M.S. .... Associate Professor of Health and Physical Education  
 Russell K. Rickert, B.S., M.S. .... Associate Professor of Science  
 Alfred D. Roberts, B.A., M.A., Ph.D. .... Professor of Modern Foreign Languages  
 Harold Shaffer, A.B., Litt.M. .... Associate Professor of Social Studies  
 Jane Sheppard, B.M., M.A. .... Associate Professor of Music  
 Kenneth C. Slagle, B.A., A.M., Ph.D. .... Professor of English and Chairman of the Dept. of English  
 Russell L. Sturzebecker, B.S., M.Ed., Ed.D., Professor of Health & Physical Education  
 Chairman of the Dept. of Health & Physical Education  
 Roy D. Sweet, B.S., M.M. .... Associate Professor of Music  
 Willard J. Trezise, B.S., M.S., Ph.D. .... Professor of Science  
 Edward T. Twardowski, B.S., M.S. .... Associate Professor of Health & Physical Education  
 William F. Vollbrecht, B.A., B.S., M.A., Ph.D. .... Professor of Social Studies  
 Richard P. Weagley, B.S., M.Ed., D.Ed. .... Professor of Education  
 Harry Wilkinson, B.S., M.Ed., Ph.D. .... Professor of Music  
 James J. Wright, B.S., M.Ed., Ph.D. .... Professor of Music  
 Edwin Youmans, B.A., M.A., Ph.D. .... Professor of Health & Physical Education

## CALENDAR

### The Summer Sessions 1962

#### PRE-SESSION

Registration: Undergraduate ..... 8:30-11:30 A. M., Monday, June 4  
 Registration: Graduate ..... 3:00- 5:00 P. M., Monday, June 4  
 Classes Begin: Undergraduate ..... 1:30 P. M., Monday, June 4  
 Classes Begin: Graduate ..... 7:00 P. M., Monday, June 4  
 Classes End ..... Friday, June 22

#### REGULAR SESSION

Registration: Undergraduate ..... 8:30- 3:30 P. M., Monday, June 25  
 Registration: Graduate ..... 8:30-11:30 A. M., Monday, June 25  
 Classes Begin: Undergraduate ..... 8:00 A. M., Tuesday, June 26  
 Classes Begin: Graduate ..... 8:00 A. M., Tuesday, June 26  
 No Classes ..... Wednesday, July 4  
 Summer Commencement Exercises ..... Thursday, August 2  
 Classes End ..... Friday, August 3

#### POST SESSION

Registration: Undergraduate ..... 8:30- 3:30 P. M., Monday, August 6  
 Registration: Graduate ..... 8:30- 3:30 P. M., Monday, August 6  
 Classes Begin: Undergraduate ..... 1:30 P. M., Monday, August 6  
 Classes Begin: Graduate ..... 1:30 P. M., Monday, August 6  
 Classes End ..... Friday, August 24

## COURSE OFFERINGS — 1961-62

### FALL — 1961

#### REQUIRED COURSES — ALL CURRICULA

Hu. 500	Seminar in the Humanities .....	Saturday, 8:00-10:00 A. M.
Mus. 500	Methods and Materials of Research ....	Saturday, 10:00-12:00 A. M.
	(Music education majors only)	

#### EDUCATION

Ed. 503	Sequential Development of Reading Skills .....	Thursday, 7:00- 9:00 P. M.
Ed. 556	Occupational, Educational and Social Information in Guidance .....	Tuesday, 4:15- 6:15 P. M.
Ed. 580	History and Philosophy of Education ...	Tuesday, 7:00- 9:00 P. M.

#### ENGLISH

Eng. 523	Eighteenth Century Novel .....	Thursday, 4:15- 6:15 P. M.
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#### GEOGRAPHY

Geog. 500	Biogeography .....	Thursday, 7:00- 9:00 P. M.
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#### HEALTH AND PHYSICAL EDUCATION

H.E. 520	Advanced Coaching .....	Monday, 7:00- 9:00 P. M.
H.E. 510	School & Community Recreation .....	Tuesday, 7:00- 9:00 P. M.

#### MATHEMATICS

Math 541	Advanced Calculus I .....	Thursday, 4:15- 6:15 P. M.
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#### SOCIAL STUDIES

Hist. 513	American Constitutional History .....	Tuesday, 7:00- 9:00 P. M.
Econ. 532	History of the American Economic Thought .....	Thursday, 7:00- 9:00 P. M.

#### SCIENCE

Sci. 561	Human Heredity .....	Monday, 7:00- 9:00 P. M.
Sci. 533	Physics Demonstrations .....	Thursday, 7:00- 9:00 P. M.

#### MUSIC

Mus. 588	Seminar in Music Education .....	Saturday, 10:00-12:00 A. M.
Mus. 600	Research Report .....	By Appointment
Mus. 610	Thesis .....	By Appointment
Mus. 507	Vocal Literature .....	Wednesday, 4:15- 6:15 P. M.
Mus. 566	Vocal Diction (First Semester Course) .....	Wednesday, 7:00- 9:00 P. M.
Mus. 517	String Pedagogy .....	Friday, 4:15- 6:15 P. M.
Mus. 562	Form in Music .....	Tuesday 4:15- 6:15 P. M.

#### REQUIRED COURSE:

##### APPLIED MUSIC

Mus. 531-569	Opera Workshop .....	Monday, 7:00- 9:00 P. M.
	Ensemble and/or Chorus .....	Thursday, 4:15- 6:15 P. M.
	or Orchestra .....	Wednesday, 7:00- 8:00 P. M.
	or Band .....	Monday, 3:00- 5:00 P. M.
	Advanced Piano (individual lessons) .....	By Appointment
	Advanced Organ (individual lessons) .....	By Appointment
	Advanced Voice (individual lessons) .....	By Appointment
	Advanced Instruments (individual lessons) .....	By Appointment

### SPRING — 1962

#### EDUCATION

Ed. 552	Personality and Mental Hygiene
Ed. 520	Comparative Education
Ed. 551	Child Development Seminar

#### ENGLISH

Eng. 532	Advanced Shakespeare
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#### GEOGRAPHY

#### HEALTH AND PHYSICAL EDUCATION

H.E. 503	Advanced Aquatics
H.E. 540	School Health Problems



## MATHEMATICS

Math 542      Advanced Calculus II

## SOCIAL STUDIES

Hist. 521      Cultures of the Non-Western World

Pol. Sci. 531   Modern Political Thought

## SCIENCE

Sci. 571      Bacteriology

Sci. 523      Resource Materials in Elementary Science

Experimental Biology

## APPLIED MUSIC

### REQUIRED COURSES:

Mus. 510      Current Trends in Music Education

#### Electives:

Mus. 589      Seminar in Music Education

Mus. 600      Research Report

Mus. 610      Thesis

Mus. 506      Instrumental Literature

Mus. 567      Vocal Diction (Second Semester Course)

Mus. 583      Music In the Baroque Period

Mus. 521      Advanced Counterpoint

Mus. 531-569   Opera Workshop, Ensemble and/or Chorus or Orchestra or Band,  
Advanced Piano, Advanced Organ, Advanced Voice, or Ad-  
vanced Instruments

#### Elective for Elementary Curriculum:

Mus. 571      Keyboard Activities for the Classroom Teacher

### ELECTIVE FOR ALL CURRICULA:

Mus. 560      Study and Appreciation of the Opera

## SUMMER, 1962

*Pre-Session — June 4-21 — (Classes meet from 7 to 9:30 P. M.)*

#### *Required Courses — All Curricula*

Seminar in the Humanities

Methods and Materials of Research (Secondary Education majors)

#### *Education*

Seminar in Educational Foundations

#### *Geography*

The Geography of South America

#### *Health and Physical Education*

School and Community Recreation

Administration and Supervision of Interscholar and Intramural Athletics

Foundations and Principles of Health, Physical Education, and Recreation

Measurement and Evaluation in Health, Physical Education and Recreation

#### *Mathematics*

Theory of Numbers

#### *Music*

Methods and Materials of Research (Music Education majors)

Advanced Piano or Organ

Advanced Voice

Opera Workshop

Advanced Instruments

#### *Social Studies*

Methods of Teaching Social Studies

*Regular Session — June 26-August 4 (Classes meet from 8 to 12 noon)*

#### *Required Courses — All Curricula*

Seminar in the Humanities

#### *Education*

Seminar in Educational Foundations

Principles of Curriculum Development

Psychology of the Physically Atypical Child

The Kindergarten - Primary Program

Organization and Administration of the Audio-Visual Program

*English*

Eighteenth Century Novel  
British and Continental Short Story

*Geography*

Problems and Economic Geography

*Health and Physical Education*

Methods and Materials of Research (Health Education majors)  
Advanced Aquatics  
Field Problems in Recreation  
Outdoor Education Workshop  
Advanced Coaching  
School-Community Health Education Workshop  
Curriculum Development in Health and Physical Education

*Mathematics*

Fundamental Concepts of Mathematics  
A Survey of Modern Mathematics  
Seminar in Mathematics Education

*Music*

Thesis or Research Report  
Administration of Public School Music  
Music Appreciation and the General Music Program  
Marching Band Techniques and Materials  
String Pedagogy  
Advanced Composition and Orchestration  
Choral Literature  
Pedagogy of String Classes  
Advanced Piano or Organ  
Piano Ensemble and Master Class  
Advanced Voice  
Vocal Ensemble and/or Chorus  
Opera Workshop  
Advanced Instruments  
Ensemble and/or Orchestra or Band  
Advanced Instrumental Conducting  
Advanced Class Instruction in Instruments  
Vitalizing the Elementary Music Program (Elementary education elective)  
Teaching of Music Appreciation in the Elementary Grades (Elementary education elective)  
Study and Appreciation of the Symphony (Elective for all students)

*Science*

Plant Pests and Diseases  
Bacteriology

*Social Studies*

Contemporary World Affairs  
Comparative Economic Thought

*Post Session — August 6-24*

*Education*

In-Service Education Seminar (Elementary majors)

*English*

Nineteenth Century Drama

*Geography*

Advanced Conservation of Natural Resources

*Health and Physical Education*

Contemporary Problems in Health, Physical Education, and Recreation  
Administrative and Supervisory Practices in Health, Physical Education,  
and Recreation  
Contemporary Practices in Safety Education

*Mathematics*

Theory of Numbers

*Music*

Current Trends in Music Education

*Social Studies*

European History III